

## SPECIFIC PSYCHOLOGICAL FEATURES OF ADULT EDUCATION

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### Abstract

This article discusses the need for new approaches to the organization of the process of educating older people and the growing importance of adult education, the concept of "androgyny".

**Keywords:** Adult psychology, education system, methods, techniques, skills, androgyny, etc.

### INTRODUCTION

The effectiveness of reforms in the education system depends on the level of knowledge, skills and readiness of teachers working in educational institutions to implement reforms. Therefore, older teachers can regularly update their knowledge, skills and abilities.

The interest in adult education in psychology in the 1930s was "Should adults be educated?" came up with questions. It suggested proposing a rethinking of specific psychological approaches to adult education, even if textbooks for adults at these times were inadequate or considered changes in teaching and learning processes as in adolescence. There are ambiguous, incomprehensible contradictions in adult psychology that depend on their specific psychological characteristics. Currently, a lot of research is being done on adult education "Androgyny" (Bahranov,1995).

G. Ebbinghaus divided the periods of human maturity into three groups; progress, as the all-encompassing period in human life, is the age of 25, the intellectual development of man until the age of 25. The period of 25 to 50 years is called the period of cessation, the period of regression at the age of 50 years. The psychologist points out that scientists in the field of "acmeology" are focused on explaining in a broad sense the scheme of developments, which analyzes the human age. In this regard, the American psychologist E. Thorndike has published a book, The Psychology of Adult Education. Although the materials are cited in this sense, the author has not been able to describe in the book the peculiar psychological nature of the period in which he passed from one age to another. N.A. Rybnikov described this young man as a genre of life and called it acmeology (the Greek word acmeology means "acme-peak, flowering", (Sultaniyazovich,et.al.) The subjects of education were adults, who introduced new terms from their psychological characteristics. The Greek word "androgogyka" means "andros-man" meaning "gogos-bearer", meaning "approach to a person or about an adult" to help the elderly, taking into account their psychological characteristics (Elmurodova, 2020).

## THEORITICAL BACKGROUND

As different methods and new approaches to educating young people are put into practice every day, modern advanced pedagogical technologies, need to be introduced in a timely manner to improve the knowledge and skills of the teachers who teach them. Our adult professors who teach young people must have healthy, independent thinking and professional skills. Effective Communication elevates one to an honorable height (Mishra & Mishra, 2020). When it comes to adult professors, it is advisable to take into account all their capabilities, especially their psychological characteristics, i.e. what psychological training is needed for older educators (Elmurodova, 2020). Teachers in this field must have a certain level of knowledge and skills and have life experience and work experience in this area. We emphasize the role of education in the lives of adults, educational problems and attitudes to education. Older staff work with a group of listeners of different ages and with different levels of preparation at any given time, so they need special psychological skills in managing groups. An adult is a person who helps learners overcome complex challenges such as physical, mental, educational, and moral (Goziev, 2012).

### Main Part

At the same time, it is expedient to study the desires and needs that increase the effectiveness of education.

Science and life experience show that a person's desire for creativity increases when he is more satisfied with the work he does voluntarily, but as he gets older, some of the functions of the human body associated with the learning process diminish: sight, hearing, memory, speed of thought and flexibility deteriorates, reaction rate slows down. The most difficult challenge in adult education is the psychological challenge (Nishonova, 2006)

Indeed, there is no educational institution or special courses that train pedagogical staff for adult education. How can pedagogical staff be qualified in this regard? the question arises. There are no special programs for adults in advanced training institutions, but seminars on these issues are held on the ground. In any course, it is advisable to recommend the following for adults:

- Determining the level of training of students;
- to determine their typological and psychophysiological features;
- know in advance the capabilities of the student;
- be able to allocate time correctly;
- more new information in the first half of the day;
- reports should be short and clear;
- scientific substantiation of any new information;
- Not all new pedagogical technologies are for adults;
- take into account the needs, desires and wishes, depending on the characteristics of age.

The placement of learners in the classroom in accordance with their physiological characteristics serves to determine the size and nature of the learning material - the organization of effective learning. It is especially useful in correcting students' relationships with the educator.

Accomplishments outside the precincts of the discipline like work experience, involvement in clubs; volunteering and social service are considered to have equal importance in this context as compared to academia. (Mishra & Mishra, 2020) The androgynous model of education involves not only determining the degree to which these features are present, but

also adapting them throughout the learning process, taking into account the psychological characteristics of the individual. Adult education is carried out in different areas, depending on its direction. Today, the educational process also involves many changes (Sodikova,2013)

Currently, research in this area to improve the skills of adults in the Russian state has also caused a number of problems.

- Rapid fatigue, distraction and control
- Inability to accept the point of view of scientists, unwillingness to interfere in it
- Hearing and inability to listen can interfere with self-disclosure
- The formation of reading skills in the classroom is difficult or absent
- A pragmatic approach to teaching materials “here and now”
- Has an interest in new knowledge as new information, but does not always understand it, does not know how and where to use it
- Try to get a counseling answer on a specific topic
- For adults, the study period should be fast and weighty
- Psychological orientation to learning depends on psychological institutions
- Unwillingness to respond in the role of a student
- Presence of personal and work ambition, inability to remove a worker position during class
- Critical confrontation and comparison of the lecturer's teaching materials with his / her own work experience
- Hiding a sense of fear in criticism from teachers and course participants

From the above considerations, it is still necessary to improve adult education in order to improve their skills for older adults (Jakbarov,2020) Who is the student? Who is Androgog? In what position should learning be approached? But all this does not fully reveal the professional approach of the andragog.

Androgog-

- lighting, satellite;
- monitor, mentor, consultant,
- tutor, animator, mediator, facilitator;
- problem solver;
- interpreter;
- popularizer, translator; • coordinator; • master.

In recent years, andragogy has been conducted in two directions, theoretically and practically (Elmurodova,) The reason for this is the uniqueness of the approach of adults to education. In recent years, a special direction in pedagogy is the theory and practice of adult education called "andragogy". Peculiarities of adult education;

- The need for foundations
- the need to be independent, free;
- life experience;
- practical directions;

## **DISCUSSIONS**

The current era of rapid development encourages people to know and read a lot of information in order to keep up with the times, regardless of age or profession. In man, the physical and mental possibilities for this are not limited. However, the knowledge, skills,

and abilities acquired by older adults are not sufficient. That is why they need to continue studying throughout their lives. Due to the fact that the education of adults is not sufficiently organized, they are moving away from active life. This situation is causing unnecessary problems for the society. Today, the need for new approaches and the growing importance of adult education in the organization of the process of educating older people is particularly noticeable (Elmurodova, 2019)

## CONCLUSIONS

In conclusion, it is time for psychologists to take action, given the different situations in adults. To do this, we need to ensure the continuity of short psychological courses or seminar-training seminars, debates, conversations, lectures, classes in adult education. Psychologists need to be psychologically prepared for the changes that will occur in any adult.

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