Adult Education Methods: How to Alternate Theory with Practice

Khidirova Malohat Kazakovna

Teacher, independent researcher Guliston state university, the department of "Pedagogy"

Annotation: Today, the concept of continuous education is relevant and is aimed at realizing the potential of every person, regardless of age. This article talks about the forms of organization of adult education. A modern specialist should be constantly searching, have the ability to acquire new knowledge, skills and abilities. Only this will allow you to keep up with the times and be considered a high-level specialist. Education helps adults understand how to change the society they live in for the better. Adult learning and education provides people with the opportunity to acquire the necessary knowledge, skills, virtues and values to develop and realize their rights and become the owners of their own destinies.

Key words: adult education, forms of education, individual, competition, competition, cooperation, formal education, non-formal education, cooperative education, behaviorism, courses, circles, lectures, seminars, conferences, excursions.

How is traditional learning going? The person studied the theoretical material, and then answered the test questions. This is how 90% of the courses are arranged - theory, followed by practice. Indeed, such training can be effective - for example, for children. And the methods of teaching adults should be based on their experience and lead to the solution of specific life problems, so the American psychologist David Kolb proposed a more effective model for teaching adults.

Training can start at any stage. For example, some people start this process with theory or deliberation. According to this principle, 4 types of people are distinguished. Activists start by acquiring experience through trial and error, thinkers start by thinking and then acting, theorists by studying theoretical data, and pragmatists by applying new knowledge in practice. There may be members in the study group who prefer different styles, so the curriculum should include activities that appeal to everyone. Let us analyze in more detail how to implement each stage in full-time and distance learning.

Experience. Starting point of any learning is the acquisition of new experience or the actualization of the old. Appeal to experience arouses the student's interest in the topic and shows its importance. In a face-to-face format, you can refer to the experience through role-playing games in which participants demonstrate different behaviors in situations. Or use discussions or exercises that highlight the lack of knowledge in a certain topic and motivate students to acquire new knowledge. In the online course, you can ask a practice-oriented question, offer to solve a case, or recall a situation from your life.

Making sense. Experience provides material for analysis and reflection. It is important to generalize the knowledge that the student has and to structure the experience gained. In a face-to-face training, it is possible, through open-ended questions, to encourage participants to reflect on how effective the results obtained in the previous stage are. For example, if you are doing a role play, you could discuss each participant's behavior and the effectiveness of that behavior. In an online course, there is no way to have a dialogue with a person, so it can be simulated. For

example, to give feedback on a certain action of a person so that he can analyze his experience. For example, develop the situation after the student's answer.

Theory. When a person has analyzed his experience, he studies new material in order to form a theoretical presentation on a new topic and substantiate knowledge. At this stage, associative links between new knowledge and experience are strengthened. Theoretical material should be presented in an interactive format so that it is easier for the student to understand and remember new knowledge. If this is a face-to-face lesson, you can use a presentation, storytelling and give many examples. If this is an online course, it is advisable to break the information into short blocks, add videos and images provide examples, and use elements of microlearning.

List of used literature

1. O'.M.Askarova, M.A.Abdullayeva, M.Boltayeva "Andragogy" study guide. Namangan.2014.

2. Ya. A. Nurumbekova. "Features of adult education". BULLETIN OF GULISTON STATE UNIVERSITY, 2018. No. 1. Page 51

3. Ya.A. Nurumbekova. Pedagogical and psychological foundations of improving the system of spiritual and moral training of future teachers in digital education, monograph

4. A.Kh.Abdullayev, N.S.Rahimov, M.O. Khadayev "The elderly population to the teaching center: step by step" Methodological Guide, Tashkent, 2013.

5. "Andragogika" Milan Benešyan, 2008 Grada Publishing a.s.

6. Fanny Pettersson. "Understanding digitalization and educational change in school by means of activity theory and the levels of learning concept" Education and Information Technologies, 30 June 2020

7. Bendik Bygstad. "From dual digitalization to digital learning space: Exploring the digital transformation of higher education" Computers & Education, Volume 182, June 2022, 104463

8. Devid Mallows. "Using Digital Tools in Adult Education" https://epale.ec.europa.eu/en/blog/use-digital-tools-adult-education