



## Psychology of Adult Education: The Relevance of Additional Professional Education

Natalya Lebedeva

Candidate of Psychological Sciences, The Head of Department of the Post-graduate Education, Institute of Professional Development of Social Sphere Employees of Moscow Department of Social Protection of Population

1st Basmanniy lane, 10, 105066, Moscow, the Russian Federation

Phone: +7-916-583-55-74

Email: lebedeva1512@yandex.ru

Website: www.soc-education.ru

The development of information in society is based upon current knowledge, through this continuing education becomes one of the key factors of development, both for the individual, and for society as a whole. Adopted by advanced countries, the concept of lifelong education makes teaching adults a priority position in the focus of socio-economic development of the modern world, including Russia. Today, special importance is attached to the training of highly qualified personnel. They must, not only competent, and able to effectively work in the fast-changing and ever-increasing demands of today's reality, ready to continue professional development and social mobility.

The system of additional education, including retraining and professional development and industry education is gaining momentum. In connection, the question of adult education takes on a special urgency and relevance. There is a need to study the personality of an adult, his psychological characteristics, motivational sphere with the need for learning, and the development of modern educational technologies for adults. To solve the above problems comes to the aid of the psychology of adult learning, the purpose of which is to study specific features of educational activity of this age group.

Central to the psychology of adult learning can a grown man be a subject of education?

The question arises: can an adult learn?

After a theoretical analysis of studies on the psychology of adult learning, it is possible to formulate a general and important conclusion that an adult is able to think, create and learn [Lebedeva N., 2013].

The experience of the organization of the educational process at the Institute of additional professional education of social workers, reveals a number of features of psychology of adult professional education including: a conscious attitude to their own learning, the pursuit of the application of acquired knowledge, abilities and skills in practical activities, the availability of professional and life experience, especially learning motivation (getting specific knowledge and the scope of their application, the economic component with a desire for career growth, higher qualifying category, etc.).

Adults understand the need for training, especially in the current conditions of rapid growth of innovation, and see the opportunities to apply the results in practice. Therefore, the basic approach in the organization of educational process for adults is practice-oriented.

Psychology of adult additional professional education focuses on professional and personal development of students. The process of professional and personal development is unique in its integrated structure through formed psychological components of professional self-identity.

It is also necessary to take into account principles of training - the most general rules of the organization of the learning process of adults with proven effectiveness in organization and realization of educational process:

1. The principle of activity. It implies a general activity with the cooperation of the student and the teacher.
2. The principle of reliance on the experience of the listener. Social and professional experience of the listener are used as the source of learning and the listener, and his colleagues in the study group.
3. The principle of individualization. Each student together with the teacher, and sometimes with other students, creates an individual training program which addresses the specific educational needs, learning objectives, which take into account the existing experience, level of training, psychophysiological, cognitive features of the listener.
4. Consistency of training. Here provides for the implementation of the objectives, content, forms, methods, tools, learning and evaluation the teaching-learning process.
5. Context learning. It is implied that one side of the training has the specific objectives, aimed at the fulfilment of social roles or personal progress, while on the other hand, is built on the basis of professional and social activities of the student and its spatial, temporal, professional, social factors (conditions).
6. The principle of the actualization of learning outcomes, which involves the operative use in the practice acquired by the listener's knowledge, abilities and skills.
7. The principle of electively learning. This is providing the listener a certain freedom of choice of objectives, content, forms, methods, means, timing, location and time of learning, assessment of learning outcomes.

8. The principle of development education needs. This principle implies the assessment of learning outcomes by identifying the actual degree of development of training material and identify those materials, without the development of which is difficult to achieve the learning goals; the educational process is built in order to develop students new educational needs, the specification of which occurs after reaching a certain degree of training.
9. The principle of mindfulness training. This awareness, understanding listener and teacher of all the parameters of educational process.

An important basis of the professional journey of any person is his idea of his personality, or so-called professional "self-concept". Professional preferences are an attempt to answer the question: "Who am I?". Often people implementing their career orientations unconscious.

Issues of acmeological character is also relevant in the teaching-learning process of adults. Necessary acmeological terms of additional professional education is compliant with the goals of education in the personalities of the students. It is necessary to define the objectives, content, forms and methods of training to the real educational needs of students.

In summary, it should be noted that the question of the psychology of adult additional professional education remains relevant today. The features of a modern adult human, the development of his mental functions, learning and cognitive motivations underpin adult learning.