



HIGHER AND ADULT EDUCATION

KUMARI SEEMA ¹

¹ RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION, RADHA GOVIND UNIVERSITY, RAMGARH, JHARKHAND.

ABSTRACT:

The purpose of this paper refers to the role of critical thinking in higher education. This conceptual paper was to propose an ultimate goal and purpose for the field and practice of adult education. Scholars claim that enhancing reflective processes should be the benchmark of student education. A literature search was conducted to delineate historical philosophies of education the inform the current state of education, including adult education.

Combing professional with the development of the ability to think critically. According to this thought we argue that adult education and higher education have many common points of interest. Furthermore, building upon the rudiments of adult education extant an end goal for the field is presented. The conceptual proposal emphasizes the critical need for the pursuit of foundational truths in the human experience. This is akin to notions of essentialism and perennials. This paper contends that adult education can significantly assist humanity by duly preparing adults to more effectively, efficaciously, realistically and wisely interface the epochal markers in earthly existence.

Thus, In order to commence such a litany of admirable traits in adulthood, it is proposed that adult education must involve itself in the business of acquiring and propagating information that leads to, and logically yields that which is right, virtuous and timelessly true. This paper analyzes and summarizes the current situation of adult education research in recent years and hopes to play a certain reference role in exploring and solving the problems existing in the current domestic adult education, so as to make the domestic adult education develop towards a more healthy and sustainable direction .

According to this thought we argue that adult education and higher education have many common points of interest. Therefore, it would be very useful if specific adult education techniques could be applied in universities. An implementation performed in university of Patrai of a contemporary method from adult education field supports this idea. We argue that the application of methods such as "Transformative Learning through Aesthetic Experience" is effective within the students education framework and cultivate critical thinking.

KEYWORDS:

ADULT EDUCATION, HIGHER EDUCATION, SUSTAINABLE DIRECTION, TRANSFORMATIVE LEARNING, CRITICAL REFLECTION, TEACHING METHODS.

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INTRODUCTION

The construction of lifelong learning system and learning society has become an important goal of educational reform and development in the world. At present, there are still some problems in the development of the adult education in China, so innovative research should be carried out both in theory and in practice. In order to solve the contradiction between the problems existing in the current adult education and the needs of social development, it is necessary to conduct in-depth investigation and analysis of the current situation of adult education.

Adult and Higher education literature has highlighted the fact that it is important, when educating university students, to emphasize on the process of learning as well

as the content of the subject. As it is stated 'The main objective is to evaluate 'knowledge' before "consuming" it'. Meaning it is useful for students to learn to think critically and to evaluate the knowledge offered to them, prior to taking on operational and leadership roles in society. This view is now more relevant than ever, as the intake and elaboration of new knowledge is in many cases, more important than the knowledge acquired. For this reason, some scholars believe that the process of critical thinking may offer higher education the best possibilities for the most effective and lasting changes to the lives of the university students. As Brookfield has stated, in periods of crisis of any form (personal, social or political-financial) thinking critically is the only hope for survival.

1. RESEARCH ON THE EDUCATION CONCEPT OF ADULT EDUCATION

The current focus of adult and higher education in China is mainly on academic education, which will inevitably lead to the market situation of competing with ordinary higher education for students. Adult education is in a disadvantageous position in the market of competing with ordinary higher education students. If it goes on like this, it will eventually be eliminated by the society. Adult education in China focuses on the students who failed in the college entrance examination, while neglecting to provide flexible and diverse services for different levels of education. With the continuous adjustment of China's economic structure, the demand for talent structure has also changed accordingly. However, the institutions of adult education have not kept pace with the times, and the talent training structure is not in harmony with the rapid development of economy and society. Even some institutions only regard adult education as a way to generate income and only care about economic benefits. Under the guidance of this idea, schools or institutions cannot make too much support for adult education in terms of human and material resources, nor will it take the road of connotative development. Enrollment, teaching, graduation and other links all give way to economic benefits. Whether it is conducive to the pursuit of maximum economic benefits is the starting point to measure the work. This kind of guidance eventually leads to the decline of teaching quality and affects the social reputation of adult education. The development of adult education in China still cannot get rid of the influence of general higher education. At the same time, under the influence of economic factors, adult education in China tends to be more profit oriented, ignoring the essence of their school is to better spread more professional knowledge to the educated. The idea of adult education obviously lags behind the development of the times. The lack of a broader and forward-looking grasp of the connotation of adult education modernization is the bottleneck of its development.

2. RESEARCH ON ADULT LEARNING MOTIVATION IN ADULT EDUCATION

The most common types of adult learning motivation include six aspects, such as interest in knowledge, career development, life change, social service, external expectation and social relationship. With the development of economic globalization, career development is the main factor of the majority of adult learners. The main purpose of participating in learning activities is based on the consideration of individual career development. This usually includes obtaining an employment qualification or a certain professional qualification, obtaining a promotion and salary increase, improving working ability, increasing competitiveness, acquiring the ability to change professions and so on. Students at adult education, who have had more stable careers, choose to pursue a degree in order to advance their careers or increase their human capital. Therefore, more adult students' study in order to

improve their professional work, to constantly improve their professional quality, to increase their competitiveness, to obtain more promotion titles or job opportunities. To sum up, most of the reasons why adults reenter the study hall in China are not to improve their knowledge in the relevant professional fields, but mainly for the higher education and more conducive to the promotion of the position. The emergence of the adult education provides a very convenient way for them to do this. The development of the adult education is limited by the impure motives of the students. Research on the countermeasures for the development of adult education In view of so many deficiencies in the development of adult education, relevant scholars also put forward different countermeasures. Adult education should provide students with further training opportunities as the main breakthrough to expand the source of students. At present, the purpose of many people to participate in adult education is to obtain academic qualifications, so as to obtain capital from recruitment, wages and benefits, job promotion and other aspects. This kind of utilitarian learning purpose naturally can't bring good learning effect. What we get in the end is only a diploma, which goes against the original intention of the development of adult education. Therefore, to provide further training opportunities for students, so that students can apply what they have learned, can effectively improve the enthusiasm of students. The purpose of their continuing education and training is to update their knowledge, promote the development of personal professional ability, and realize the requirements of today's society for the development of high-end personnel. The education people receive in their whole life is more of the various forms of education they receive as adults, including after working. Adult education is an important part of lifelong education. It aims to provide adults with a wide range of teaching opportunities and a variety of options for continuous learning or remedial courses, so as to help people adapt to the new working environment, supplement new knowledge and make rational use of leisure time. Therefore, adult education is not an isolated education, but an essential part of the whole lifelong education system. In short, lifelong learning is an important development trend of adult higher education. There are five different strategies to improve the level of running a school: (1) promote the integration of disciplines and specialties, improve the level of discipline construction; (2) vigorously cultivate the backbone of teaching and scientific research, establish a high-quality teaching team; comprehensively implement quality education, deepen teaching reform, vigorously cultivate comprehensive and applied talents; (4) strengthen international and domestic academic exchanges, implement open school running; (5) gradually increase investment.

THE FOLLOWING IS THE SUBSTRUCTURE, WHICH IS A MULTICATEGORY SET WHEREIN THE BASIC ISSUES IN/OF LIFE ARE INCORPORATED AND CALIBRATED:

1. Connecting Past to Present: recognizing and working

towards the ideas of foundations, origins, acknowledgment of historicity of human life (reality of past shaping the present); thematic threads across cultures; detecting things in life with proclivity toward universal truths; etc.

2. Relating self to others: recognizing and working towards the ideas of relational intertwining among all of mankind – common denominators of man, the “neighbourhood” of humanity, etc.

3. Relating Self to Vocation and Duty: calibrating one's vocation (calling) in life; how to contribute to society as one is with ontological duty to do so; how one ultimately helps oneself by serving others, etc.

4. Acknowledging the continuum of Life to Death: recognizing and working towards the ideas of the fact of human mortality; noting life as a continuum, not compartmentalization; rightly sensing the (contiguous) nature of life toward demise; facing mortality in a humble manner; etc.

5. Acknowledging the distinctions and relatedness of Secular and Divine: recognizing and working towards the ideas of phenomenal versus the Ding an sich (thing-in-itself) and the nominal (Kant, 1990), less than clear and imperfect human ethics versus absolute Truth, humanism versus theism, etc.

At this stage it may be prudent to inquire - “what is the point of pursuing objective truth?” In response, the following lists tasks or obligations to be wrought via the vehicle of adult and higher education:

1. Maturation: informational maturity (expanding one's fund of knowledge); cognitive processing maturity (toward ratiocination); inter-personal maturity; philosophical maturity (toward an elevated ability for abstract, non-linear thinking).

2. Enlightenment: on the issues of the plight of humanity; limits of human potential; meanness of man's hubris; source of resolution to the ills of human meanness, etc.

3. Combating Nonage (lack of development, movement):

As can be sensed, constructing a purpose for an activity, like adult and higher education, requires much lab or and punctilious exactness. It is only fitting that meticulous concentration and scrupulous tendencies be the applied tools in arriving at a foundational purpose as the purpose of a thing is the motivator of subsequent activities.

CONCLUSION

Lindeman (1926) succinctly defined adult education as “the modern quest for life's meaning”. His statement attributes a weighty burden and role to that which can be understood as adult education. It is in like manner that this paper's proposal for a purpose of adult education exacts a high (not untenable) standard as its worthy goal. As affirm foundation is essential for a meaningful life, truth must be sought after believing that it exists and is knowable. This paper is of the opinion that humans are finite, mortal creatures in dire need of superior assistance. Truth cannot

be connatural with such ultimately impuissant humanity. But, at the same time, this does not mean that objective truth is imperceptible. The first step for human beings to take is to pursue the very truth that regulates universal faculties. To do so involves the exercise of the mind and the fullness of its endowed senses toward the wielding of instrumental arts and sciences of logic, philosophy, theology, history, biology and other substantial knowledge fields. All of this requires a structured approach and system of knowing and learning, and it is this very framework that is adult education. That freedom universally refers to that which is unfathomably beyond limited human imagination, and so transcends the phenomenal, must be a recognized premise if truth is to be genuinely pursued.

In sum, due to humankind's predilection and propensity for actuating distortions of an original meaning, such a motto as *simper reformed* (meaning “always reforming”) sounds the tocsin that all of humanity's generatively must be in constant check, invariably prepared to rightly reform in a moment's notice as required. As people are constantly changing and developing, in some measurable habitude, their ways too must proportionately be reforming in order that as one matures in cognition, beliefs, and world view the practicum of life become increasingly reflective of the gradual and/or sudden changes in personhood. It is also contended here that *simper reformed* act as a catalyst for the need for continuous education. Until death do education apart, it is commended that all able minded adults persevere toward truth, with truth as being education's end.

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