

Thematic the pedagogic training - of training of instructors of adults

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Abstract: - It is obvious that the teacher or the instructor that is to teach will be supposed he has answered in certain questions as:

- "what I will teach?"
- "why I will teach?"
- "how I will teach?"
- "to who I will teach?"
- «with what I will teach?"

From the answers in these questions it is concluded that the necessity of pedagogic training - of training of instructors of adults is not enough. Quite important are the objects that will be supposed to include such program of pedagogic training of training of instructors of adults.

Key-Words: - Professional Education, Professional Training, Training of Adults

1 Introduction

The rapid development of the society has imposes important changes in all aspects and sectors of education. In our days mainly the person who holds a degree, feels unsatisfied with his basic education and attends in a continually update of his knowledge, a supply knowledge relevant to his professional skills. For this reason lots of institutions attend to the short-term education and specialisation by offering various courses (e.g. certificates, postgraduate certificates) not only for the young people but also for adults.

It is known that the scientific term "Pedagogic Science" that initially aimed in the education of children and to young persons today does not correspond in the real needs, because the need of education have also the adults [1]. For this reason and by many is used henceforth the term "Science of Education".

Thus a significant number of teachers undertake today to educate and to set out with adults. In this brief text an attempt is made in order to determine the main issues that will be supposed are allocated with the instructors of adults.

However, before of any further effort on this it is wise to determine firstly the terms that are often used in the education of adults.

Professional Education is the "systematically organised process of teaching and learning, which aims in the acquisition of basic professional knowledge and dexterities in a wider sector of economic activity or professions. The graduate acquires a relatively big professional flexibility with a small adaptation in requirements of concrete places of work" [2].

Professional Training is "the systematically organised process of acquisition of a (specialized) professional knowledge and dexterities, which correspond in concrete labour requirements. The graduate does not put in a high professional flexibility, but on the contrary (increased) convertibility and exploitation of his qualifications within the job market. The professional training that is to say aims at as main objective the learning of profession and is continued in the all life as continuing training" [3].

Finally the term *of Training of Adults*, declares a whole of spectrum of teaching processes, any contents or any level and any method even

those which lead to national recognising studies (University diplomas) or even to non University studies (Colleges) [4].

It must be mentioned that in many European countries the above scientific terms have many common elements. These terms are related together, are confused from each other or elsewhere there is no strict discrimination from each other.

2 Question for the instructor

It is well known that the instructors of adults allocate most excellent professional skills in education and in training. The instructors do not only possess the corresponding levels of their specialities, but usually have practised the particular profession for long time interval.

In the education of adults the aim is to transmit special knowledge in order to practice the special qualifications and dexterities, in order to be in position them henceforth to develop the knowledge, abilities and dexterities that they acquired to practise with success the profession.

The question that emerges is if is enough for the instructors the excellent knowledge of profession, or is essential the pedagogic and their instructive training.

Provoked the subject of this work could be reported the following examples.

Omiros, if somebody wonders from the dates where lived, did not study in any school and obviously did not have any pedagogic training. His work however educated generations on generations for above 2000 years.

And if we cannot be absolutely sure for the school or pedagogic stimuli of Omiros, we are absolutely sure for equivalents of Irish's poet Tomas O' Crohan (1958), [5] who never had school education. Nevertheless his poems constituted most excellent pedagogic means for the students but also the adults not only in his country.

However, if we should search thoroughly in depths of history in order to find two examples of persons that without pedagogic training became very good schoolteachers, it does not need somebody from us only to look at around us in order to locate cases of schoolteachers or instructors that undertook to teach without pedagogic training and the result was an irreparable damage mainly in sentimental but also in the cognitive and psychokinetic sector of apprentices and in the significance of education more generally.

The teacher or the instructor that undertakes to teach a course should have answered in certain questions that indubitably constitute condition for each teaching.

The first main question is what I will teach? [6] If somebody does not know, what, it will teach, it is preferable not to enter in the classroom or in the laboratory. Of course the, what I will teach it is absolutely acquaintance with the teacher's speciality or in the instructor's of profession as that have studied or practised respectively for many years and does not need any training especially from those people which probably they do not know the profession as the educators do.

And here however exists the retort. The instructor that enters in the classroom or in the laboratory in order to teach is certain the representative of profession and thus he appears in the eyes of the educators, simultaneously however is also mediator between to profession, that is to say among the didactic matter and the student.

This means that the instructor is responsible to sort out the didactic matter, in certain order. Also the teacher or the instructor will be inventing interesting ways of presentation of the didactic subject in order to create interests in his class. In all cases the instructor adapts his way of teaching in the possibilities and particularities of his class (students). The teacher or the instructor is responsible for training student weaknesses and he must gives solution (in the matter of possible) to this problem.

This transformations of the didactic matter in didactic is responsibility of Didactics.

The instructor in the class or the laboratory is less professional more effective as a transmitter of the knowledge, skills and dexterities of profession.

Is the second main question why I will teach? [7] Every one of organised and systematic energy of the instructor becomes for some aim. Thus and the teaching has a certain advisability.

The aim of Teaching is the compass that guides the instructor, since successful teaching is the one that achieved the aims that were placed from the start. With the teaching Skopothetic deals again the Didactics.

The third main question is how I will teach? Already from the dates of H. A. Comenius (1592-1670) it is known that the teaching in order to be efficient will be supposed to follow a certain methodology, not always the same methodology. The ability of instructor to use this methodology, every time must be a more attractive method of

teaching and this is depending on the instructive unit that he has to teach.

This methodology is also depending on various psychics bodily characteristically that he has to teach. However, this is not only useful in the economy of instructive time, but much more in the effectiveness of teaching in other words in comprehension of the didactic matter from educated and mainly in its possibility of application.

Today, more than ever knowledge by its self has a very low value in our days professional. The main reason is the internet. The internet provide an easily way and is a quick way searching for any information. An enormous importance has the possibility and the occasion of the utilisation of the knowledge and in particular in at the appropriate time where it should be used.

The methodology of teaching is the main subject of examination and continuous research of Didactics.

We thus reach in the fourth main question that is to who I will teach? It is more reported that debt of instructor is to change the didactic matter in didactive. The didactic matter is like a roll from the most excellent cloth, potentially cut in pieces and the capable tailor will be supposed to link him and to sew clothing in the metres of his each customer. The metres however should have been taken previously. In other words the instructor will supposed to know his class, in other words to know his students interests, their needs, their wishes, their training weaknesses and the various other psychics bodily characteristically that are altered in each developmental stage. Knowing all these and keeping in mind the instructive unit, it will organise and lay out the strategy of his teaching.

In the above question who it will teach? the instructor, apart from the systematic observation of his class, the wider science of Psychology will provide the answer. The pedagogic Psychology, the Psychology of Learning, the Evolutionary Psychology, the Psychology of Motives, the Psychology of Individual differences, the Psychology of Adaptation, the Psychology of Work, are sectors of Psychology useful to the instructor who is looking to adapt his teaching in the metres of particular class he undertook to teach.

The next question is with what I will teach? This question is reported in the material and the technical infrastructure of teaching, in other words in the supervisory means of teaching and in the corresponding equipment of laboratory for the practical courses. The material factor of teaching

constituted in the old days a sector of the Didactics. Today however with the rapid development of technology which involved important improvements in the material means of teaching this part tends it develops in sector of Didactics.

3 Conclusion - Discussion

With the answers that were given in the above questions, it is certain the emerged of the necessity of the pedagogic training of instructors. Desirable is and the pedagogic training. However was answered, a very important question, with regard to what it will be supposed includes the pedagogic training - training of instructors.

The pedagogic training - training of instructors will be supposed it includes subjects of Didactics and more concretely the main objective of the Teaching, the methods of teaching, the evaluation of instructive work, and the material factor of teaching. It would be of course much more useful if the above objects were adapted in the corresponding profession each time, so instead of General Didactics we are referring to Didactics of Professional Courses.

Since the teaching is pedagogic and social action, the program of pedagogic training -of training it will be supposed essentially it includes elements of School education, of Pedagogic education, Sociology of Education and Philosophy of Education respectively.

Still the program of training will be supposed to include matter from certain sectors of Psychology. Essentially they are elements of General Psychology, Pedagogic Psychology and Evolutionary Psychology, with accent certain in the evolutionary stage of age of the educated people.

Finally the program will be supposed to include also elements of use of new technologies in the education [8].

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