

Creative Andragogic Methods in Teaching Young People who have Completed Formal Education / Kreativne andragoške metode u poučavanju mladih koji su završili formalno obrazovanje



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Education for personal and professional development

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Abstract

The changes taking place at the European and global level and in national educational policies affect adult education systems, the professional status of andragogues, but also the ability to determine the competencies required today. We can say that today's circumstances concerning adult education is very different from those that existed in the last decade. In the last ten years, lifelong education has become an imperative for success and one of the preconditions for survival on the global scene.

Today, when the target group is no longer students in the immediate vicinity of education institutions, but residents of the whole world, we must think about teaching in foreign languages, teaching in an online environment, but also about current and potential methods and procedures that will creatively contribute to the competencies of the individuals and their competitiveness on the labor market. With all the changing components in upbringing and education at all levels, the only constant is learning and knowledge acquisition throughout life.

The concept of lifelong education pushes the boundaries of education that does not end with formal education and enables changing professions and titles even after formal education, in adulthood, as well as the acquisition of additional competencies. This paper presents certain creative andragogic methods that are especially accepted by the population of younger people who have completed the regular education system, but want to retrain or further train and improve in their profession.

Key words

andragogy; lifelong education; competences; creativity

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Sažetak

Promjene koje se događaju na europskoj i globalnoj razini te u nacionalnim obrazovnim politikama svakodnevno utječu i na sustave obrazovanja odraslih, profesionalni status andragoga, ali i na određivanje kompetencija koje su im potrebne. Možemo reći da su današnji uvjeti obrazovanja odraslih daleko drugačiji od onih koji su bili zastupljeni u prošleme desetljeću. Cjeloživotno obrazovanje u zadnjih desetak godina postalo je imperativ uspješnosti te jedan od uvjeta opstanka na globalnoj sceni.

Danas kada ciljana skupina više nisu polaznici u neposrednoj blizini visokih učilišta nego stanovnici cijeloga svijeta, moramo promišljati o nastavi na stranim jezicima, nastavi u online okružju, ali i o trenutačnim i potencijalnim metodama i postupcima koji će na kreativan način doprinijeti kompetencijama pojedinca i njegovoj konkurentnost na tržištu rada. Uz sve promjenjive komponente u odgoju i obrazovanju na svim razinama, jedina stalna konstanta jest učenje i stjecanje znanja kroz cijeli život.

Koncept cjeloživotnoga obrazovanja pomiče granice obrazovanja koje ne završava s formalnim obrazovanjem i omogućuje promjenu zanimanja, ali i zvanja i nakon formalnoga obrazovanja u odrasloj dobi, kao i stjecanje dodatnih kompetencija. U ovome su radu predstavljene određene kreativne andragoške metode koje su posebice prihvaćene kod populacije mlađih osoba koje su izašle iz redovnoga obrazovnoga sustava, ali se žele prekvalificirati ili dodatno osposobljavati i usavršavati u svome zvanju.

Ključne riječi

andragogija; cjeloživotno obrazovanje; kompetencije; kreativnost