

The use of reflexive techniques for the management of informal adult education

(based on the example of English self-study)

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Informal adult education

- individual cognitive activity of adults in cultural and educational environment, when an individual turns the educational potential of society into effective factors of its development;
- does not have a specific structure; it is classified as an alternative;
- the acquisition of knowledge does not take place in institutions of the education system, so it is multifaceted, it carried out in the mode of spontaneous self-education by trial and error (*Bugaichuk K. L.*)

Beginning: choosing the direction and purpose of self-development

If you concentrate your mind power on a specific target, the fire of your abilities will ignite almost instantly. And you'll get results fast.

Robin Sharma

Step 1: reflect on your experience and learn from your strategies

Step 2: "If you want to go a new way, you have to pave it yourself."

Steve Jobs

Retrieved from:

<https://millionstatusov.ru/aforizmy/put.html>



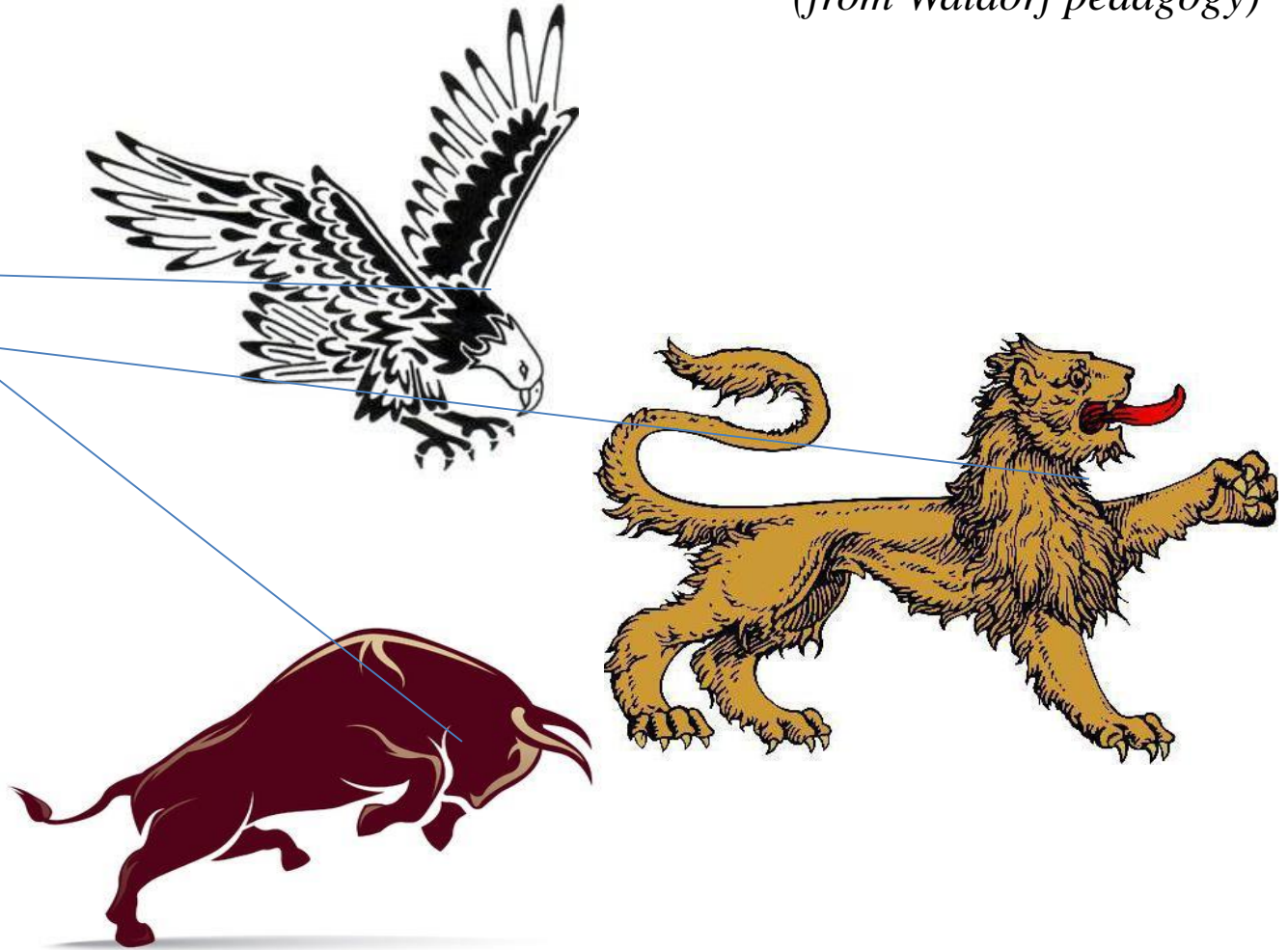
"Self-education throughout life" How to manage self-development?



One of the first places for the embodiment of the artistic idea of self-development management is the world-famous bronze statue of the charioteer (the 5th century BC), found in the sanctuary of Delphi.

I have **clear** mind (EAGLE - thought, wisdom, forecasting),
there is **force** in my hands and feet (BUFFALO - will, force, overcoming),
and **love** in my heart (LION - courage, responsibility, purposefulness).

(from Waldorf pedagogy)



Concepts of self-development



Understanding **the dual processes of self-development** of adults was contributed to andragogy by E.A.Sergienko, according to which **any advancement in the development is the result of interaction of personal and subject started in the adult human.**

Personality is responsible for spirituality, ideals, motives and aspirations.

The subject controls the processes of self-organization of personality, helps to harmonize internal and external conditions of activity in time, coordinates all mental processes, states, properties, correlates opportunities and limitations, objective and subjective goals, the level of claims and achievements of the individual.

Concepts of self-development



According to the concept of Charlotte Buhler, all adults have aspirations to self-reflection, to self-diagnosis, to self-realization, to the embodiment of himself as a person in the world of people.

All the processes of the "self" are guided by the inner creative energy of one's own design.

Concepts of self-development: CHARIOTEER or CART?



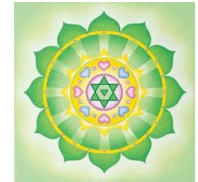
What will happen if you
do not manage your
development?

«...Still cart, and here
it is»

I.A.Krylov

REFLECTION

the "eternal engine" of self-development



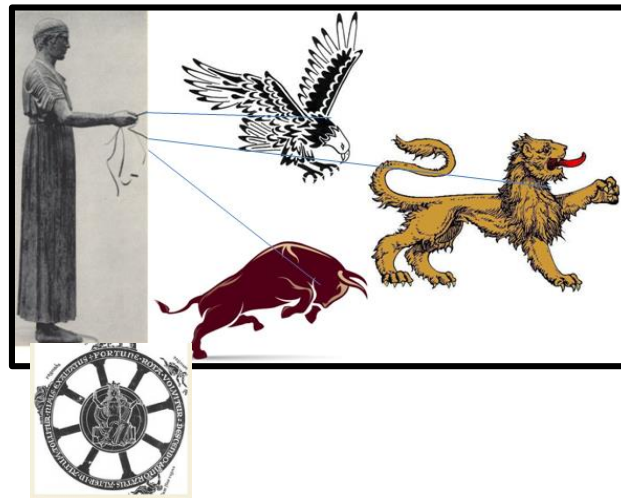
REFLECTION
retrospective:
analysis of the past
EXPERIENCE



REFLECTION
situational:
analysis of current
ACTIVITIES



REFLECTION
prospective:
goal-setting, choice of
method and media
SELF-DEVELOPMENT



START



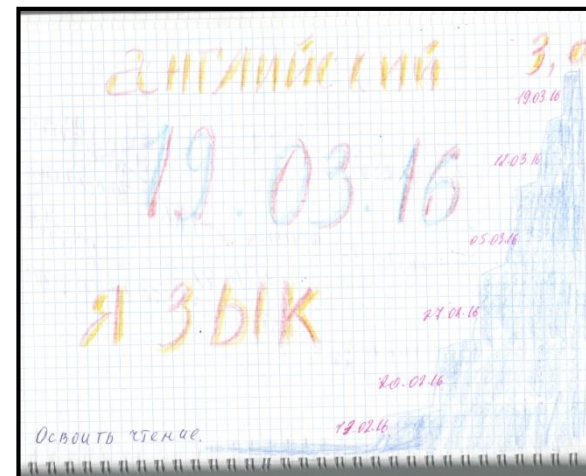
GOAL

Prospective reflection

Prospective reflection

includes thinking about the upcoming activities, its relevance, presentation of the progress of activities, planning, choosing the most effective ways to implement it, as well as **forecasting its possible results and setting long-term goals.**

The long-term goal is the concrete expression of our dream.



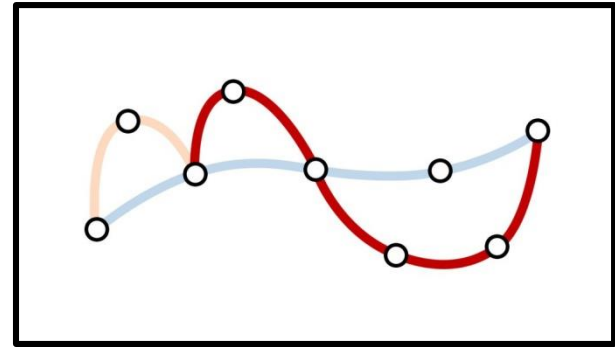
Situational reflection

Situational reflection

acts in the form of "motivations" and "self-esteem", helping to understand the situation, to analyze what is happening.

It includes the ability of the subject to relate to the objective situation of their own actions, as well as to coordinate and control the elements of activity in accordance with changing conditions.

- **What is happening?**
- **Why did this happen?**
- **How to overcome barriers?**



Route map (scheme)

Навык	Критерии успеха	Что получилось?	Что трудно?	Методы развития: как? и когда?
<p>Слушание /чтение</p>	<p>1.Распознавание на слух знакомых слов и словосочетаний. 2.Выделение области неизвестных лексических единиц при чтении.</p>	<p>★ В диктанте понимала смысл текста. ★ Больше половины слов знакомы. ★ При чтении общий смысл текста поняла. Выделила неизвестные слова.</p>	<p>⇒ Различать на слух слова с S-TH</p>	<p>1.Синхронное заучивание звучания и написания, орфографическое произношение трудных слов. 2.Запись в словарь с транскрипцией.</p>
<p>Лексика</p>				
<p>Грамматика</p>				
<p>Письмо</p>				

Route map (for 1 week):

for each direction we allocate at least 3 successful moments and only 1 direction of development

	Критерии успеха.	Что научимось?	Что трудно?	Как? и когда?
Слушание чужих.	<ol style="list-style-type: none"> 1. Распознавание на слух японских слов и их (соединяю) 2. Ведение диалога на японском лексическом уровне при чтении. 	<ul style="list-style-type: none"> ★ Вникаете понимая смысл. ★ Больше понимаете слов японца, написана без ассимби. ★ При чтении обрываете слова, помета, выделена часть. 	<ul style="list-style-type: none"> ▷ Различая слова с $2-tn$ 	<ol style="list-style-type: none"> 1. Синхронное слушание аудио-материала и чтение написанного. 2. Запись в словарь с транскрипцией.
Лексика	<ol style="list-style-type: none"> 1. Распознавание слов в словосочетаниях по темам "Fashion" и "Holidays" 2. Знание новых слов по контексту 	<ul style="list-style-type: none"> ★ Обрываете слова по какому-то пониманию. ★ Опознаете незнакомые слова по контексту. ★ Легко работаете с экранной словарем. 	<ul style="list-style-type: none"> ▷ Знание слов по теме новых слов. 	<ol style="list-style-type: none"> 1. Между ассоциацией. 2. Между аналогией. 3. разделение новых слов в словаре.
Грамматика.	<ol style="list-style-type: none"> 1. Распознавание в текстах пометки to ve yo ing to в нас, при, off $+$, $-$, $?$ (смысл?) 	<ul style="list-style-type: none"> ★ На слух различая пометки, переводя. ★ В диалогах правильно понимаете и используете алгоритм (интерпретируете) ★ Учите в неформальных лекциях текстах 	<ul style="list-style-type: none"> ▷ Быстро работаете правильно пометки. 	<ol style="list-style-type: none"> 1. Обработка с переводом. 2. Выбор слов примеров к конкретным.
Слов.	<ol style="list-style-type: none"> 1. Способность произносить и понимать. 	<ul style="list-style-type: none"> ★ Больше осознаете слов в употреблении и количестве верно. ★ Различая $to-tn$ в тексте. 	<ul style="list-style-type: none"> ▷ Во фразах трудно различая слово (смысловая) 	<ol style="list-style-type: none"> 1. Фразировка в аудио под диктовку без зрительного восприятия.

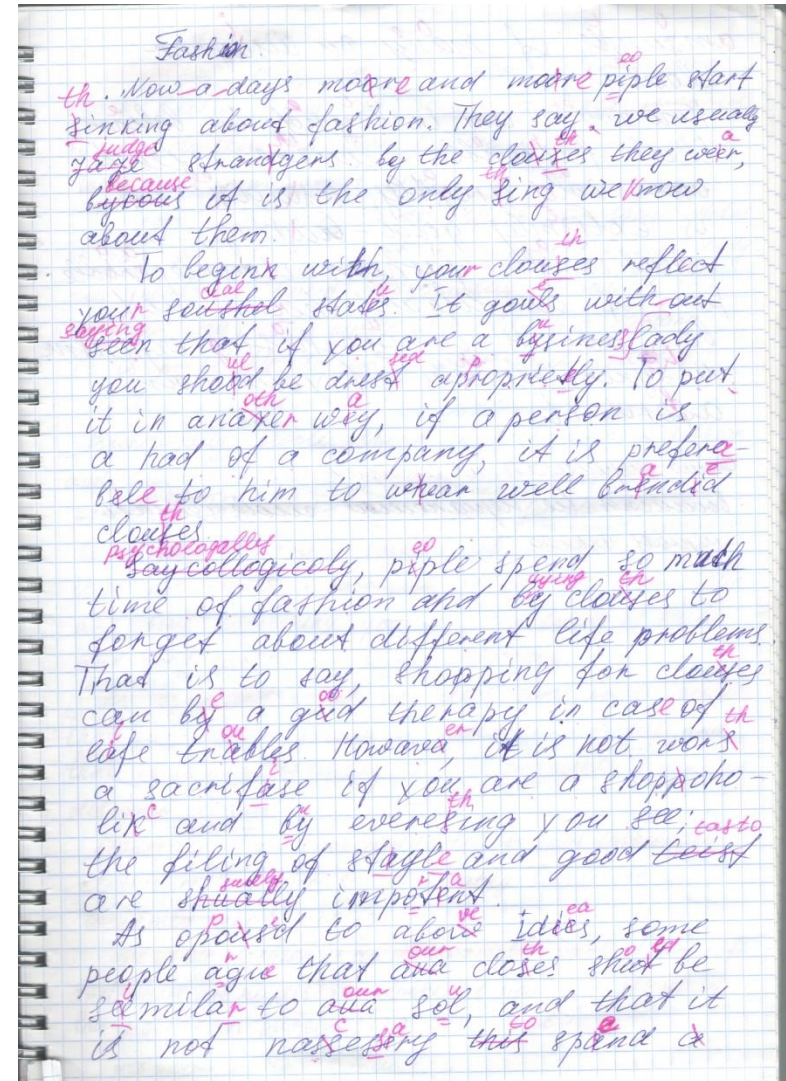
Retrospective reflection

Retrospective reflection

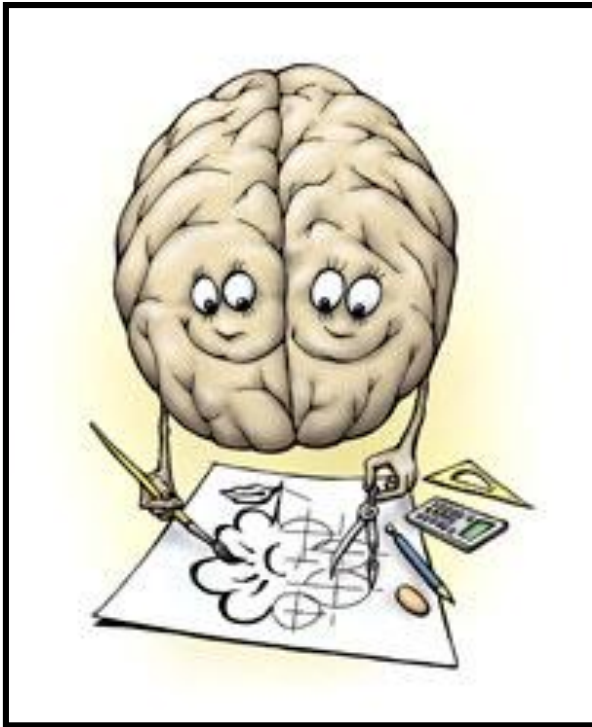
serves for the analysis of already performed activities and events that took place in the past.

This is an HONEST look at reality and INSTRUCTIONS to yourself.

Systematization of errors gives knowledge about the area of ignorance and promotes the search for individual methods and techniques of acquiring the necessary knowledge and skills.



The principle of visualization in reflection



What is not written on a paper is not a goal.

Robin Sharma

Visualization "includes" the mechanism of interhemispheric dialogue, ... which stimulates both logical and intuitive thinking, ... contributes to taking responsibility for the decisions made.

(V.E.Steinberg, N.N.Manko)

Self-evaluation and reflection

Self-evaluation	Reflection
Assessment of own capabilities	How am I progressing towards my goal?
Selection of sources of new (missing) knowledge, skills	Who is "hungry": eagle, lion or buffalo?
Selection of tasks, training exercises	What can I do now to advance my goal?
Performance of tasks	Am I following the plan?
Selection of assessment tools	Have I achieved the expected result?

The result of the use of reflexive techniques in informal adult education

