

Why Lifelong Learning

Dr. Mukadder Güneri

Abstract

Mankind has learned many things and has trained himself not knowing in the prehistoric times because of necessity by means of trial and error. He learned to learn while giving human life struggle that they taught what they learned to make their lives easier for those who come after them. So the real reason for learning is the needs and continuity. These needs have developed parallel to the development of mankind and continue to develop today. Learning in this development process is institutionalized. On the other hand, learning in today's world has gained a new dimension. The wider network of Internet and digital media has removed the boundaries of learning, time, space and age. Today, when we look at people's education and teaching life in terms of people, institutions and the environment, we can separate five stages: Childhood, Mother, Mother and Father, Brother, Aunt, Uncle, Grandmother, grandfather, Other family members, Pre-school, Primary School, Various courses, Various activities; Puberty, Family members, In the current environment, High School, Various courses and studies; Youth Family members, In the current environment, Universities and colleges, Various courses and studies; Maturity, Family members, In The current environment, Working environment, Courses, Activities; After Maturity, Sharing knowledge and experience, Evaluation of knowledge and experience in today and tomorrow, Events for quality living, Travels and such. In this article, the answer to the question "why life-long education and teaching" was sought in classical method.

Keywords: Education, Internet, Life, Lifelong learning, Teaching.

Introduction

Learning is a human action. Since their arrival in the world, people have been introduced to other people through the use of various means and methods of new knowledge and skills acquired through interaction with their parent, family member, relative, friend, school, social circles. For example, goods, models, movements, sounds, drawings, pictures, texts and signs, mass media (telephone, television, internet and such). As you can see, the reason of learning and education is human and continuity. That is, the needs that people need in the life process. These needs evolved parallel to the development of mankind and today this development continues rapidly in the twenty-first century world. The mass media, which developed in parallel with the rapidly developing communication technology in today's world, have inevitably made communication, learning, education-teaching the basic tool. This situation has especially gained a new dimension in learning in today's world. The wide network that the Internet and the digital medium have had lifted the boundaries of learning, time, space and age. For this reason, education is more important than ever, both in the individual and in the social life today.

General Learning and Education- Teaching Periods

Today we can evaluate the human learning, education and training life in five stages, including age, people, institutions and other activities.

Childhood, 1.1.Mother, **1.2.**Mother and Father, **1.3.**Brother, **1.4.**Aunt, **1.5.**Uncle, **1.6.**Grandmother, grandfather, **1.7.**Other family of members, **1.8.**Pre-school, **1.9.**Primary School, **1.10.**Various courses, **1.11.**Various activities.

Puberty, 2.1.Family members, **2.2.**In the current environment, **2.3.**High School, **2.4.**Various courses and studies.

Youth, 3.1.Family members, **3.2.** In the current environment, **3.3.**Universities and colleges, **3.4.**Various courses and studies;

Maturity, 4.1.Family members, **4.2.**In the current environment, **4.3.**Working environment, **4.5.**Courses, **4.6.**Activities;

After Maturity, 5.1.Sharing knowledge and experience, **5.2.**Evaluation of knowledge and experience in today and tomorrow,

5.3. Activities and activities to improve the quality of life. **5.5.** Travels and such. This process is the process of education of the individual in today's world.

Learning and Education- Teaching Process

The above recorded learning and teaching process is roughly the same whether it is a highly developed or an underdeveloped society. Differences between such societies are whether the education systems and institutions respond to the needs of living standards.

For babies who open their eyes to crying, the beginning of learning and education begins with mother, father, parents and family members. Especially the role of mother is very important. The baby begins to imitate learning. It observes all forms of behavior and tries to apply them. He tries to understand the material and spiritual world surrounding him with five senses.

During the development of the child, a healthy family environment is very important. The child learns to express freely and expressively feelings and thoughts freely in an effective communication environment. It learns to understand, express, interpret, and reach the result which is the basis of basic education.

Before and after primary education. 3.4.1. Before. Kindergarten; It is the first environment where the child begins to be found in a social environment other than the family environment. Teacher>student>school. The first environment in which he / she tests the learning and reading habit that he / she initiated in the family environment. The environment he or she is trying to adopt to be an individual. 3.4.2. After. Primary School: Family environment> teacher> student> school environment and other environment. The environment in which the functions of listening, reading, understanding, learning and speaking are disciplined in the family environment and before the school, both individually and collectively. Research, criticism, communication problem solving, creative, entrepreneurial skills and then such as the environment where students are trying to gain. In personal skills, it is aimed to achieve a more systematic outcome.

Secondary School: Teacher>students>school and surrounding. The main aim of basic education is to work with the accomplished students to read, explain and express the main source of education, to ensure that they take their place in the society in their own abilities. It is to make their lives easier, to provide them with physical and mental skills.

Higher education institutions and various courses, events; Provide young people with the academic environment and guidance and professional formation for discovering and developing their talents. On the other hand, in parallel with the rapidly changing economic, cultural, political and social changes in today's world, there is a change in the way it operates in universities and colleges. Universities have undertaken the task of raising human resources to meet regional and global needs in each country. The final step in today's education is the main goal of universities and colleges, providing research, information generation and survival and continuity. Today, there is a need to cultivate versatile, well-equipped individuals.

The main purpose is the same, as can be seen from the general education and education phase recorded above. To raise individuals who will benefit from the gathering in the future, who are equipped with necessary knowledge and skills, who are entrepreneurial and innovative, who attach importance to cultural values.

Learning and Education- Teaching And After

In today's world, in most educational institutions, taking a high grade from the theoretical courses is held on the frontline. The result is naturally a high mark of success. This view is reflected in the work areas at the end of the training period. Regardless of the success rate in the training process, it is very important that the trial, adaptation and competence period in the working life, the success of the individual in the working life and the working process is constant. This is not explained to the students very clearly during the education period. This results in the high expectation of those who started working. Beginning to work life, wants to get high wages and to be in managerial position either immediately or shortly. Things like experience and knowledge can be ignored. However, it would be possible to add new information to the individual's ability to be productive and sustainable in business life, regular private life, long-term productivity, experience, knowledge and knowledge.

Learning and Education- Teaching And Competence(Perfection)

When we look at the whole of human life, it is seen that the learning that exists in every stage of life is disciplined in education- education institutions and the knowledge and experience acquired in every stage of life are carried to the dimension of accumulation and offered, to the service of individual and society. The material, spiritual and cultural dimension of this process varies according to each individual and each society.

Learning and Education- Teaching And Competence(Perfection) and after maturity period and after, is the point reached after the accumulation of human experience and knowledge. In another way, the process by which, an individual shares his knowledge and experience in writing and verbally. This sharing, whether through a personal or official institution, is inevitable as new knowledge of learning emerges as knowledge and experience are shared in this process. This is indicative of the continuity of the learning.

Discussion and conclusion

Why life-long learning. The learning process (2.1-3) is an educational process for each individual in today's world. During this period and afterwards, the learning process continues throughout human life. He continues to learn to fulfill his basic physical and spiritual needs. To contribute to the productivity of professional life, for material and spiritual education support which will increase the quality of life and in every area of life like this. Today life-long learning is a way of life. The continuity of learning, education and exchange of experience and information is indispensable to life. Beyond expecting a new discovery from each individual, training is needed to protect or increase living conditions. On the other hand, today most societies lack of education as a threat to society, economic, cultural and political, daily life and future. In fact, all societies can derail their lack of education as a threat to their future and applying life-long learning in all areas of your life. Today, for every individual, it is not only easy to access information, but it is also confronted with information pollution. For this reason, lifelong learning will be the lifestyle of the individual throughout his lifetime.

Lifelong learning requires forward vision. Lifelong learning involves the direction of pop of human activities. On the other hand the moral and physiological direction. Each individual is an accumulation by itself. It requires lifelong learning for the continuity of my accumulation. Lifelong learning continues to serve the family that exists in all families and societies. Sharing knowledge and experience in the individual (value) with the environment, and providing benefits to the self, to the gathering and humanity that it is in. Benefits, harm and goodness, what evil means in the past mean the same today. From time to time, the way people behave and change their way of life for one reason or another. The material and spiritual aspect of change must be for the benefit of mankind. No human being can move forward alone in life, to seek help from others, or to listen to their suggestions. Only the main endeavor belongs to him. This is expressed in lifelong learning. The responsibility of being a human being in today's world means that the individual and his / her community must be equipped with the knowledge and skills necessary for the future, have acquired lifelong learning skills, constantly renew and develop themselves, be entrepreneurial and innovative and give importance to cultural values. The congregation of these qualified individuals is the duty of all educational institutions, especially universities, which now provide educational services to all on the ground, as a result of the educational process of today's world starting from the mother. Universities established everywhere today should take the place of the village institutes established for the continuity (education and development) of the learning-education-training period in the country where the population after 1923 is the greatest. Because today that the majority of the population in our country is located in our cities.

As a result, in today's world, where mass media serve in the field of learning, education and training, it is possible to create love, tolerance, tolerance and love that are cultivated centuries ago (Mevlana, Hacı Bektaşî Veli, Ahmet Yesevi and such) how to share feelings of helping and sharing, how to read in today's and future conditions, and all-important love; Learning, teaching- learning, experience and knowledge, productivity and the positive and lasting reflection of the individuals' thoughts and behaviors of the society should be the main goal of lifelong learning. This goal is 99% of the society's happiness and prosperity and the quality of life is the reason for the continuity of the view.

Bibliography

- [1] Akyüz, Yahya. (2008, 2015). Türk Eğitim Tarihi. 27.Baskı. Ankara.
- [2] Aladağ, A. (2009). "İlköğretim Öğrencilerinin Orantısız Akıl Yürütmeye Dayalı Sözel Problemler İle Gerçekçi Cevap Gerektiren Problemleri Çözme Becerilerinin İncelenmesi," Yayınlanmamış Yüksek Lisans Tezi, Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü, Adana.s
- [3] Anonim, Endurun Tarihi, Belediye Kütüphanesi K. 470. Muallim Cevdet Yazmaları, İstanbul.
- [4] Aslandağ, Soylu, B., Yanper, Yelken, T. (5-8 February 2013). A New and Dynamic Phenomenon for Higher Education: Life-Wide Learning, 5th World Conference on Education Studies, Roma.
- [5] Aytacı, K. (1972, 2009,). Avrupa Eğitim Tarihi, Antik Çağdan 19.Yüzyılın Sonlarına Kadar, Dil ve Tarih Coğrafya Fakültesi Yayını, Ankara.
- [6] Burke, P. (2004). Bilginin Toplumsal Tarihi, çev. Tunçay, M.Tarih Vakfı Yurt Yayını, İstanbul.
- [7] Coşkun, Y.D. (2009). "Üniversite Öğrencilerinin Yaşam Boyu Öğrenme Eğilimlerinin Bazı Değişken Açısından İncelenmesi, " Basılmamış Doktora Tezi, Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- [8] Güneri, Mukadder. (29 Nisan-1 Mayıs 2009/ 29 April- 1 Mayıs 2009). "Atasözü Ve Deyimlerin Eğitici Ve Öğretici Yönü". Adli Bildiri, Uluslar arası Karşılaştırmalı Edebiyat, Edebiyat ve Dil Eğitimi Kongresi," s. 325-332. Gazi Üniversitesi, Ankara.
- [9] Güneri, Mukadder. (31 Mayıs- 02 Haziran 2012). "Eğitim Ve Yaşam" Adli Bildiri, Eğitimin Odağında Artvin Sempozyumu, s. Artvin Çoruh Üniversitesi, Artvin.
- [10] Güneş, F. (2000). Okuma –Yazma 7 Öğretimi ve Beyin Teknolojisi, Ocak Yayını, Ankara.
- [11] Geraskof, M. (1933). Talim ve Tedriste Kendi Kendine Faaliyet Prensipleri, çev. Hasip Ahmet, Remzi Kitaphanesi Yayını, İstanbul.
- [12] <http://www.gse.harvard.edu/ppe/program/prek-12/portfolio/lgl>.
- [13] <http://line.fi/en/article/research/220132/three-perspectives-on-active-citizenship-in-lifelong-and-life-wide-education-research>.
- [14] Karakoç, S. (2005), Düşünceler, Kavramlar, Diriliş Yayınları, İstanbul.
- [15] Kaya, Y.K. (1989) İnsan Yetiştirme Düzenimize Yeni Bakış, Bilim Yayınları, Ankara.
- [16] Knapper, C., Cropley, A. (2000). Lifelong Learning in Higher Education, London.
- [17] Kurbanoglu, S. (2010). "Bilgi Çağında Bilgi Okuryazarlığı, Bilgi Okuryazarlığından Yaşam Boyu Öğrenmeye," II. Ulusal Okul Kütüphanecileri Konferansı, İdeal Kültür Yayını, İstanbul.
- [18] Manguel, A. (2013). Okumanın Tarihi, çev. Elioğlu, F. Yapı Kredi Yayınları, İstanbul.
- [19] Milli Eğitim Bakanlığı. (2012- 2013). Milli Eğitim İstatistikleri Örgün Eğitim, Ankara.
- [20] Oktay, A. (1991). Yaşamın Sihirli Yılları "Okul Öncesi Dönem," Epsilon Yayıncılık, İstanbul.
- [21] akaoğlu, Nejedt. (2003). Osmanlıdan Günümüze Eğitim Tarihi, İstanbul.
- [22] Şişman, M. (2002). Eğitimde Mükemmellik Arayışları, Pegem Yayınları, Ankara.
- [23] Türkoğlu, A. (2007). Kent Enstitüleri, Anı Yayınları.
- [24] Türkçe Sözlük, Türk Dil Kurumu Yayını, Ankara. 2011
- [25] Unat, F.R. (1964). Türkiye Eğitim Sisteminin Gelişmesine Tarihi Bir Bakış, Milli Eğitim Basımevi, Ankara.
- [26] YOK. (2007) Türkiye'nin Yükseköğretim Stratejisi, Ankara.

[27] YÖK. (2013). <http://bolongna.yok.gov.tr>.

[28] Weiner, B(1985) Human Motivation, New York.