

# Biodromal education of an adult individual

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## Abstract

The contribution titled "*Biodromal Education of an Adult Individual*" is looking for an answer to the question of how to teach, lead and educate an adult in contact with other people, to explore the world of individuals, their biographical paths and their educational possibilities.

Teachers and Andragogians are well aware that the knowledge of the subject of education contributes greatly to the process of improving adult education. Teacher / andragog has a question: who is my student, student - listener? In order to find out the facts, the authors can use their own questionnaire, which was marked by the acronym KO-UC. (In terms of meaning, the question is *Who do I teach* – in Czech language *Koho-Učíme*).

It also emphasizes the importance and benefits of auto-education and is characterized by the personality of the pedagogue / andragogue and recalls the importance of Jan Amos Comenius - especially his thoughts about educating a man for the whole breadth of life.

## Biodromale Edukation eines Erwachsenen

Der Beitrag unter der Bezeichnung „Biodromale Edukation eines Erwachsenen“ sucht nach der Antwort auf die Frage - wie man einen erwachsenen Menschen in Kontakt mit anderen Menschen, bei der Erkennung der Welt von Einzelnen, deren biographischen Wege und in deren Edukationsmöglichkeiten lehren, führen und erziehen kann.

Die Pädagogen und Andragogen wissen ganz gut, dass zum Prozess der Qualitätssteigerung der Ausbildung von Erwachsenen die Kenntnis des Edukationsobjektes in großem Maße beiträgt. Der Pädagoge/Andragoge soll sich die Frage stellen: wer ist mein Schüler, Student – Zuhörer? Zu der Feststellung der Wirklichkeit soll den Autoren ein eigener Fragebogen dienen, der mit dem Kurzwort KO-UČ bezeichnet wurde. (Inhaltlich wird hiermit die Frage „Wen wir lehren“ „*Koho Učíme*“ dargestellt).

Es wird ebenfalls die Bedeutung und der Beitrag von Autoedukation akzentuiert, sowie die Persönlichkeit des Pädagogen/Andragogen charakterisiert und an die Bedeutung von Jan Amos Komenský erinnert – insbesondere dessen Gedanken über die Edukation des Menschen im Leben in ganzer Tiefe und Breite.

### Keywords:

Andragogy  
Autoeducation  
Biodromal education  
Educational path  
Comenius

### Schlüsselwörter:

Andragogik  
Autoedukation  
Biodromale Edukation  
Edukationsweg  
Komenský

## 1 Introduction

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Teachers and Andragogians are well aware that the knowledge of the subject of education contributes greatly to the process of improving adult education. Teacher / andragog has a question: who is my student, student - listener? In order to find out the facts, the authors can use their own questionnaire, which was marked by the acronym KO-UC. (In terms of meaning, the question is *Who do I teach* – in Czech language *Koho-Učíme*).

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## 2 Individual's educational path

Already at the beginning of an individual's educational path, during the first years of school attendance, personal prerequisites, skills and competencies of the person develop. In adulthood he consolidates his position at work, improves the quality of his own life. It can be assumed that since childhood, a prerequisite and motivation for further learning has been born. In our youth we rely on happier maturity and future quality in old age. Through an active approach an individual influences to some extent his / her career, his / her success on the labor market and the level of social recognition. All this in a person's personal life brings joy, satisfaction, and a sense of fulfillment of life and necessity. Experience, skills, and new knowledge can then be passed on to others, so it can be an inspiring example for your surroundings, worthy of success.

The person is a creature capable to learn and need to learn. To a large extent, everything is dependent on one's own efforts to learn and thus to autonomously influence the process of self-creation and self-education. Comenius taught people to discover and explore the world around them and to encourage them to live in peace, tolerance, solidarity, happiness ... He encouraged the will and willingness to learn, learn and spread their knowledge and education. He wished that they could participate in the presence that they were part of, and that they were also creators of the future and the history of the time they lived.

J. A. Comenius sought to raise interest in everything that surrounds person and he can understand and perceive all senses, and then the newly-acquired and gained information can be sorted and layered for the next practical life of an individual in that society.

He advocated not only the teachings of the teachings of the various authors, he listened to a lot of words and phrases, but that they needed to open their mind, learn to formulate their own opinions ... Learn to learn and know where unknown things and phenomena can be found (work with a book, dictionaries).

The issues of educational pathways that we understand as ways and possibilities of formal and informal education and learning of people are dealt with by pedagogy and andragogy. Many authors deal with educational biography (teachings of teachings) about how educational processes affect or influence their behavior and experience, the fulfillment of their life goals, and others.

An important feature of a person is his constant development of personality, which is not limited by place or time. This process, accompanying her life, forms an individual in a mature personality living in the present with the past and a certain frame of mind about the future.

The andragogian biodromal approach is particularly appreciated by the fact that it conceives and characterizes a person on his or her way of life through knowledge that is influenced by both external and internal factors as a whole. (Biodromal - originated in Greek: bios = life and dromos = the path - the way of life, everything related to the course of life, including the educational development of the individual and his personality.

Jan Amos Comenius (1592-1670) is considered the founder of a lifelong learning and education of all social groups and nations. At work, "The General Debate on Correction of Human Things" in the fourth part, called "Pampaedia", has prevented the time for several centuries. He was convinced that all people should be taught, all in all, and that learning is appropriate for every age. Then he looked at the teachers as at the people who must be deeply inclined, because the dull man - with the heart and the human soul. He conveyed his conviction that only by education he could develop the qualities of man, nation and humanity as a whole.

It is undoubtedly that Comenius in his work as a teacher and philosopher combined the perfection of man with his education, the development of all his abilities that make man a human being.

The biodromal concept of personality development does not favor any period, all stages of development are considered equivalent. That is why every life stage in human life is significant, so we also consider every age as a period of active, creative and active work of an individual. On his way of life, he is drawn into various life situations and events that shape him, ductile and perfect for the present and especially for his future. The dimension of an individual's human life is bordered by birth - the beginning of his life, his life - to death. If birth is said, it evokes recalling the well-known Latin "tabula rasa". A comparison of the soul of a man at his birth as a clean, unrecorded board. In the opinion of Plato and Aristotle, experience gained during human development is

gradually being recorded. Throughout their lifetime, they seem to "trace" to them as a clue of knowledge. This every other time-long period is filled with an effort to achieve a goal and the end.

If in pedeutology we are interested in what the teacher (or better said, should be) an educated person for the pupil, then in andragogic we must first of all care about the subject of education. It is up to the teacher / andragogist to ask the question: who is my student, student - listener? In order to find out the facts we can use the questionnaire, which we have identified with the acronym KO-UC. The meaning of the subject is *Who do I teach*. We found the reply in the answers to the questions formulated to the target group of students of the combined study of pre-school education and andragogy of the Jan Amos Comenius University in Karviná (Czech Republic).

In the introductory part, sociodemographic questions were laid, serving as basis for sorting out the answers (gender, age, family circumstances). The survey was attended by 110 respondents, 92 of whom (83.6%) and 18 men (16.4%). The mean age of men was 31 years and for women 34.6 years, the total mean age was 32.8 years. The youngest respondent was 19 (female) and the oldest 50 (two women). The total average age of the respondents was 32.8 years.

The level of education was given by the target audience, when everyone at the entrance to the college must have completed secondary education with a graduation exam. In the questionnaire, given the diversity of students' age, a question was asked about how many years passed from their "graduation test" to college entrance. Many of them aroused both a smile and an astonishment, as they were likely to realize the often prolonged length of several years since the last institutional education - a high school visit to the currently elected college.

For men it was less than ten years (9.8 years) and for women 13.4 years. One long-distance student took up immediately after graduation in the same year when she was 19 years old. There was one woman (31 years) at the end of her high school years. On average, for all respondents, their path to education at the entrance to college lasted 11,6 years.

We also wondered how much time students spend self-education / self-study daily. From the questionnaires, men showed an average of 55 minutes (no more than 120 minutes); for women it was slightly less - 46 minutes. Absolutely, of the hundreds of responses, 16 people did not study themselves at all. All data are summarized in Table 1.

**Table 1.**

	man	woman	total average
Average age	31 years old	34,6 years old	32,8 years old
Since graduation passed	9,8 years	13,4 years	11,6 years
Self-study daily	54 minute	46 minute	50 minute

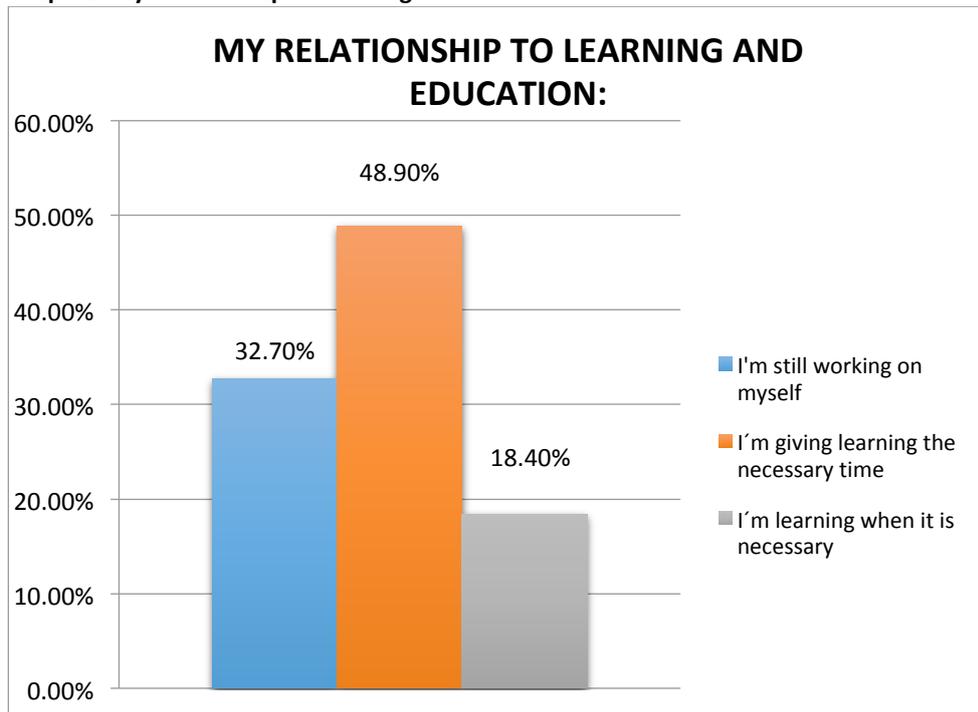
**Source: own research**

In the sample surveyed there were 39 single women and 8 men and further 52 married women and 10 married men. Only one person (female) was divorced.

To the question "How am I satisfied with my life so far?" Only two respondents answered 18 women and 8 men were very satisfied, 66 women and 10 men were satisfied and eight women were less satisfied.

We were interested in the relationship of students to learning and education. It is gratifying that almost half of students (48.9%) give learning the necessary time; still working over 32.7%. Surprisingly, it was the announcement of almost every sixth person (20 people) that they learn only when it is necessary (18.4%).

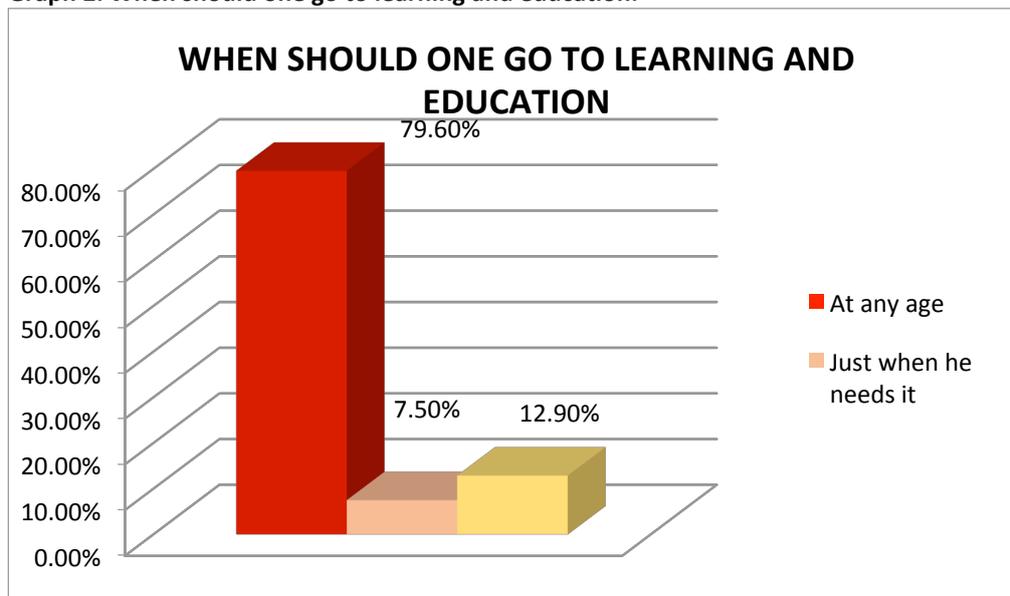
**Graph 1. My relationship to learning and education.**



Source: own research

Pleasant is the finding that in the absolute figure of 88 men and women the view is that one has to go to school at all ages and / or educational institutions. In this way, lifelong learning is considered and 97% of all respondents consider it important for personality development.

**Graph 2. When should one go to learning and education.**

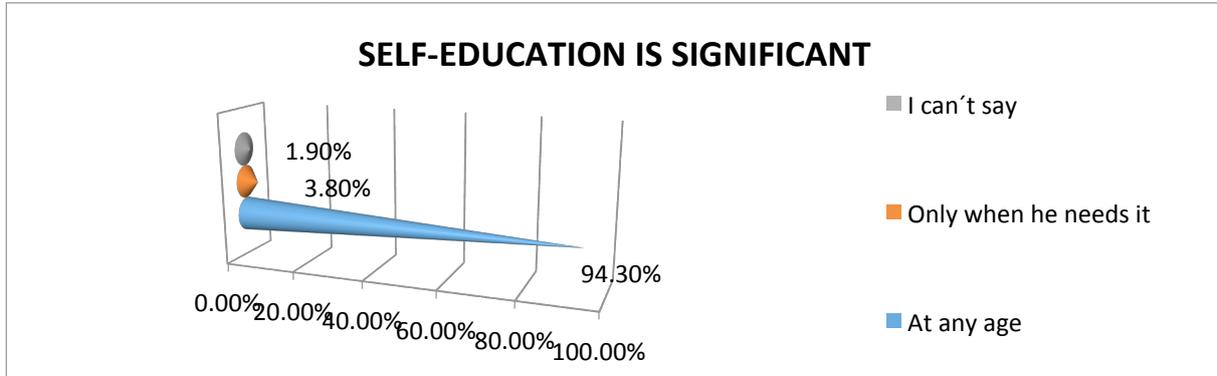


Source: own research

As an important question contained in the questionnaire, the authors question the importance of respondents attributing the issue of self-education / self-education as an essential factor in the educational path. Very pleased is the claim that for 104 interviewees self-education has an irreplaceable role (94.5 percent) in lifelong

learning and education (biodromedic education). Only six women said that my self-education only needs it or the question can not be judged.

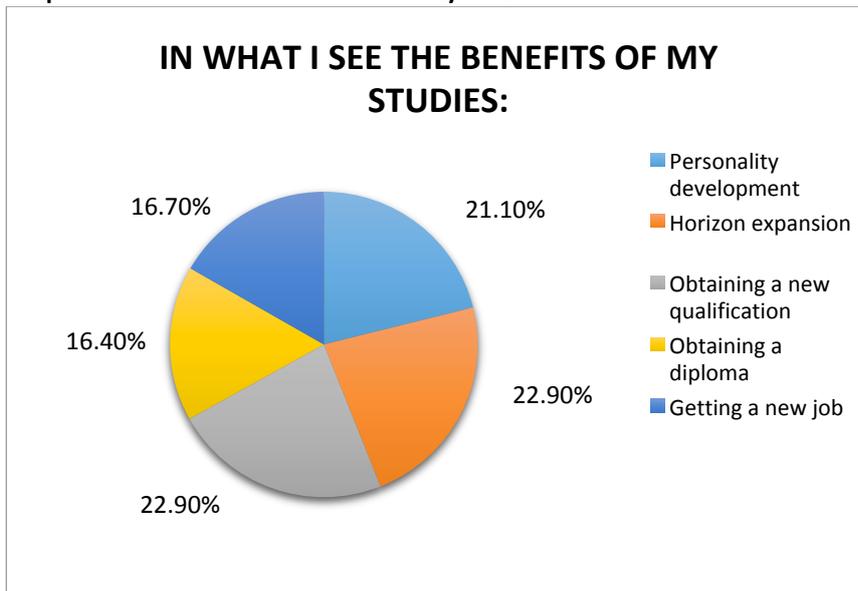
**Graph 3. Self-education is significant**



Source: own research

In determining what the bachelor's students find the main benefit of their studies, they most favored the answers to acquiring a new qualification (22.9%) and expanding the knowledge and skills horizon (22.9%). They have indicated that they are acquiring new qualifications or are upgrading, and they assume that they are creating better conditions for getting new jobs, improving the financial situation and improving their employability. The contribution of study is also seen in the development of personality and contact with other people and the acquisition of new theoretical perspectives. Pleasantly surprising was the finding that only 18 people (equally male and female) replied that the aim of their studies was to obtain a diploma.

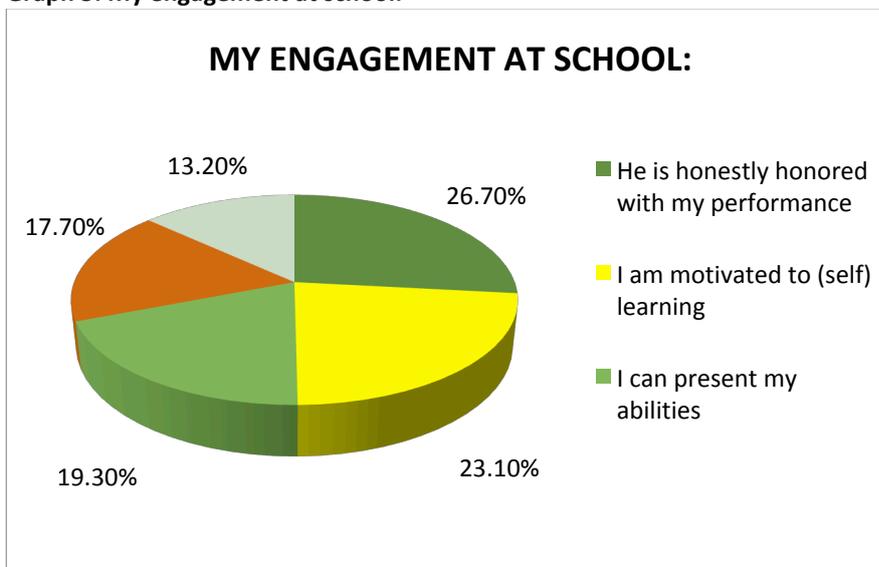
**Graph 4. In what I see the benefits of my studies.**



Source: own research

We also sought an answer to the question of their attitude to school engagement. What factors influence or have influenced personal effort and interest in their educational path so as to develop personal commitment? They stated that their engagement is rising 1). when the performance is fairly appreciated and acknowledged (each fourth person mentioned) and 2). if the student is motivated to self-esteem. Respondents in other places accentuated the space for their autonomy, autonomy, self-realization, and furthermore, when they can push forward and lead dialogue.

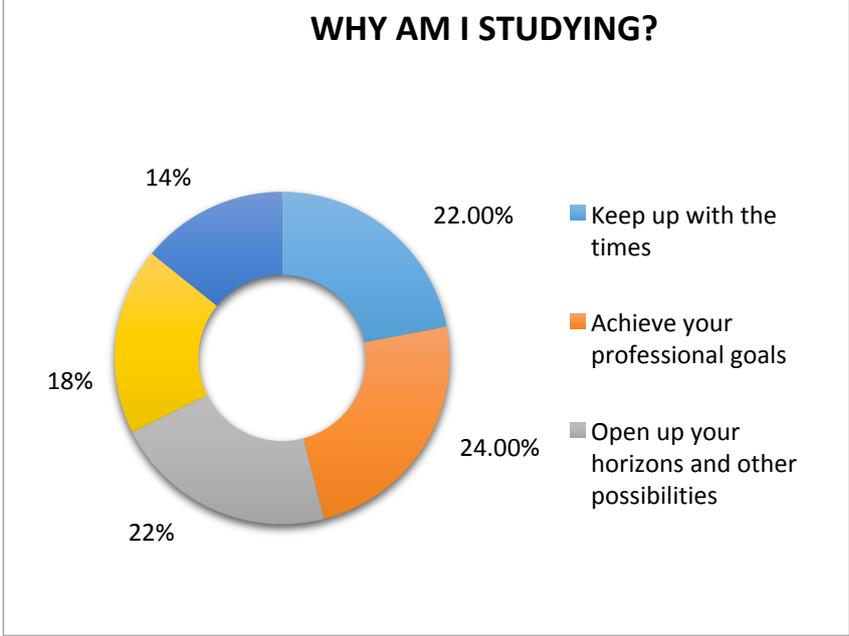
**Graph 5. My engagement at school.**



Source: own research

What do educants want to achieve by studying? What effect are they studying? Most and the first place as a personal asset to achieve their professional goals (24%). They then continue to say 22 percent - opening up new horizons and other options and keeping pace with time and competitiveness on the labor market and in society. Fifteen people study it as an interesting way of using their free time, and another twenty considers college education to be a good feeling of personal development.

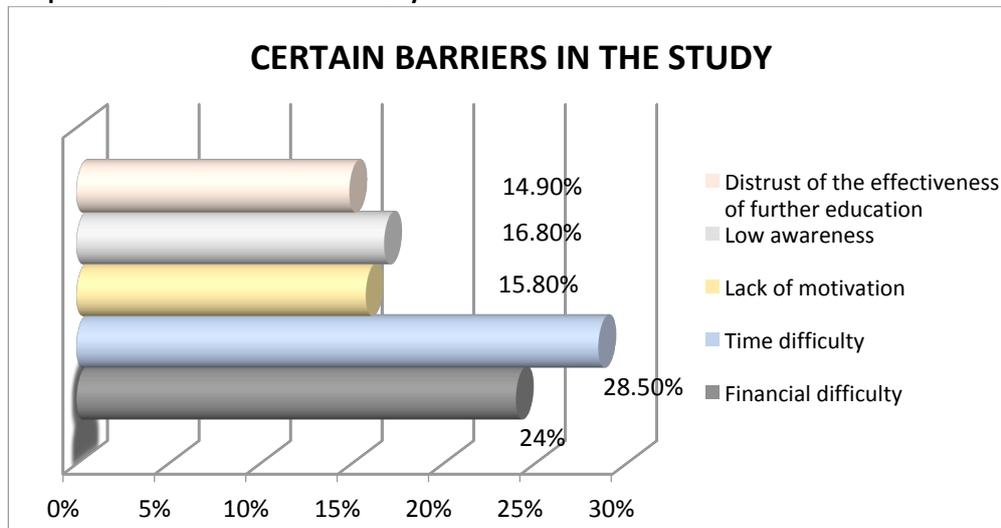
Graph 6. Why am I studying?



Source: own research

Students, during education, consider the time and financial demands as the biggest barriers, representing a total of 52.5 percent. We were surprised by telling every 7th respondent that they did not trust the effectiveness of further education.

**Graph 7. Certain barriers in the study**



Source: own research

### 3 Conclusion

Self-education is an educational process in which the individual realizes consciously and actively in order to expand their knowledge horizons.

This form of a probe, examining an adult person in the process of learning as a learner, and the environment in which he / she is preparing, can contribute to andragogy anthropology. Answers mirror the willingness, prerequisites and ability to actively engage in the process of education and learning, i.e. docility.

The educational program should be based on the personality of the educator and his / her needs, the learning ability, the time flexibility and the usability of the newly acquired information and skills in practice or in the civic life. Education contributes to the transformation of an educated individual - the quality of his life and everyday reality. Professional life and social status require ever more from each individual to strive throughout life to deepen existing knowledge and skills and to acquire new and more.

The knowledge gained can help educators and / andragogue to improve the educational process and, above all, access to educators, support auto-education and creativity, with the aim of actively developing and shaping the personality of the educators and their personal competences. Research has confirmed the active attitude of adults towards learning and their relationship to education.