

PEDAGOGICAL MECHANISMS OF EDUCATION USING THE EXPERIENCE OF ADULTS: THEORY, SCIENTIFIC BASIS AND INTEGRATIVE APPROACHES

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Annotation

This article analyzes the pedagogical mechanisms of providing education and upbringing through the use of adults' experience, their theoretical foundations, and scientific approaches. It also highlights the importance of intergenerational exchange of experience, social cooperation, innovative methods, and integrative approaches in the educational process. By applying the life and professional experience of adults to the upbringing of the younger generation, opportunities are created for the spiritual, intellectual, and social development of личности. The research results provide scientific and practical recommendations for the effective use of adults' experience in the modern education system.

Keywords

adult experience, education and upbringing, pedagogical mechanism, integrative approach, theory, scientific foundations, intergenerational cooperation, innovative methods, educational process, personal development.

Introduction

In the modern education system, one of the main goals is the comprehensive development of the individual, ensuring social adaptability, and educating a person who is capable of independent thinking. Achieving this goal cannot be limited only to theoretical knowledge. The true effectiveness of education is determined by the extent to which it is connected with real life. From this perspective, the use of adults' experience is regarded as one of the most important and scientifically grounded directions of pedagogy. Research on human development shows that a significant part of knowledge is acquired within the social environment, through communication, and through practical activity.

In particular, modern neuropsychological studies conducted by Stanford University in 2018 and the OECD Learning Framework in 2019 proved that the human brain works more actively in experience-based learning, while knowledge connected with emotional and social components is retained more strongly in long-

term memory. This scientifically confirms the effectiveness of education based on adults' experience.

Literature review and methodology.

The pedagogical and psychological value of adults' experience occupies an important place in the development of society. Adults' experience is not merely a collection of information, but a complex system of knowledge, practical skills, values, and life perspectives formed over many years. This experience serves as an invaluable source in the process of educating and raising the younger generation. By sharing their accumulated knowledge about solving life problems, making correct decisions in different situations, and managing social relations, adults make a significant contribution to the personal development of young people.

From a pedagogical point of view, adults' experience is especially valuable because of situational knowledge. In other words, people often learn through experience how to act in various circumstances, which decision to choose, and what path to follow. This is an important factor in developing life competencies among learners. In addition, adults possess developed metacognitive skills, such as the ability to monitor their own thinking processes, analyze situations, and draw conclusions from mistakes. Teaching these abilities to younger generations enhances their capacity for independent thinking and critical analysis.

Another important aspect of adults' experience is its moral orientation. A person with life experience relies not only on logical reasoning when making decisions, but also on spiritual values, responsibility, and principles of humanity. This helps shape a correct life position in young people. At the same time, experience develops intuitive decision-making abilities. Through many years of observation and practice, individuals can often reach quick and effective conclusions in certain situations. This ability is also an important resource in the educational process.

Scientifically, this issue has been studied by many scholars. Lev Vygotsky viewed education as a social process and emphasized that knowledge is transmitted from one person to another through communication. According to his theory of the "zone of proximal development," learners acquire knowledge and skills that they cannot master independently with the support of a more experienced person. Thus, adults' experience becomes an important driving force in student development.

Likewise, Jerome Bruner introduced the concept of "scaffolding" in education. According to this idea, step-by-step assistance provided by an experienced person helps learners develop independence and achieve deeper understanding. This

theory also demonstrates the practical significance of using adults' experience effectively.

Daniel Kahneman, who studied decision-making processes, scientifically proved that experience and intuition play a major role in human thinking. His research shows that human decisions often rely not only on logical analysis, but also on previous experience. This further strengthens the educational value of adults' life experience.

One of the most effective pedagogical mechanisms for applying adults' experience in education is the mechanism of modeling. In this process, adults influence younger generations through their personal example, behavior, attitudes, and diligence. People often learn faster through practical examples than through advice alone. Therefore, the personal example of parents in the family, teachers in educational institutions, and experienced individuals in society has great educational importance.

This idea was substantiated by Albert Bandura in his social learning theory. According to him, human behavior is shaped through observation, imitation, and modeling. His famous experiments demonstrated that children tend to repeat the actions of adults they observe. Therefore, the positive behavior, responsible attitude, and moral qualities of adults serve as a powerful educational factor for the younger generation.

The mentoring and coaching mechanism is one of the important directions for the effective use of adults' experience in the educational process. Mentoring is a pedagogical method aimed at the individual development of a person, in which an experienced individual provides guidance through knowledge, skills, and life experience. A mentor acts not only as an instructor, but also as an adviser, motivator, and supporter of personal growth. Coaching, in turn, is a modern developmental approach focused on unlocking internal potential, setting goals, and helping individuals achieve them. Together, these two mechanisms enhance independent thinking, self-confidence, and motivation among learners.

The scientific foundations of this approach are connected with the experiential learning model developed by David Kolb. According to Kolb's theory, knowledge is formed and developed through experience. A learner gains deeper understanding by performing an activity, analyzing it, drawing conclusions, and applying the results in practice. Therefore, in the mentoring process, the guidance and real-life examples provided by an experienced person become an important factor in learner development. Modern studies, including the findings published by the American Educational Research Association in 2021, confirm that participants

in mentoring programs demonstrate higher effectiveness, stronger motivation, and better professional readiness.

The mechanism of reflective teaching is also an essential component of modern pedagogy. Reflection is the process through which learners understand their own experiences, analyze their actions, identify mistakes, and improve future performance. Through reflection, individuals do not simply receive ready-made knowledge, but consciously process it, understand its meaning, and connect it with personal experience. This approach develops critical thinking, self-assessment, and independent judgment.

Result

The American philosopher and educator John Dewey interpreted education as the unity of experience and thinking, placing reflection at the center of the learning process. In his view, people do not learn from experience alone, but from thinking about experience. Later, scholars such as Donald Schön and Jennifer A. Moon scientifically supported the importance of the reflective approach in professional and academic development.

The mechanism of values transmission reflects the educational and moral essence of teaching. Education is not only about transferring knowledge, but also about passing social norms, cultural heritage, traditions, civic responsibility, and ethical values to the younger generation. Adults play a key role in this process because they demonstrate these values through their own lives and actions. Through interaction with adults, learners internalize such qualities as respect, honesty, responsibility, diligence, and cooperation.

The French scholar Émile Durkheim defined education as a mechanism for preserving social norms and ensuring social stability. According to his theory, schools and families are important institutions for transmitting the values of society to new generations. Likewise, the American psychologist Lawrence Kohlberg developed the stages of moral development, showing that ethical reasoning is formed progressively. These theories further emphasize the educational importance of adults' experience.

Narrative learning and the case-study method are also effective tools for transmitting experience in education. In the narrative approach, knowledge is presented through stories, events, or real-life examples. Such methods remain in learners' memory longer because people are naturally inclined to remember stories. Lessons presented through personal experiences not only provide knowledge but also create emotional impact.

According to the research of Jerome Bruner, human thinking is naturally inclined to understand reality through stories. For this reason, knowledge

presented in narrative form is often learned more effectively than isolated facts. The case-study method, on the other hand, involves teaching through the analysis of real or simulated situations. This approach has been widely used at Harvard Business School, where it helps students develop problem-solving, decision-making, and teamwork skills.

The cognitive apprenticeship model is another modern form of using adults' experience. This model was developed by Allan Collins and is based on acquiring knowledge through practical activity. In this model, learners observe the work of an experienced specialist, study their thinking strategies, complete practical tasks, and gradually achieve independence. It develops not only practical skills but also analytical thinking, planning, and problem-solving abilities.

Neuro-pedagogical studies also confirm the importance of adults' experience in education. Contemporary scientific research, particularly by Mary Helen Immordino-Yang, shows that emotional experience strengthens knowledge and helps retain it in long-term memory. Social interaction stimulates brain activity and strengthens neural connections. Observational learning also has a biological basis, as the human brain is naturally adapted to learn by watching others.

There are several effective ways to implement these mechanisms in practice. Integrated education connects academic subjects with real-life problems and teaches learners to think comprehensively. Mentoring programs link young people with experienced specialists, supporting their personal and professional growth. Storytelling methods make it possible to explain complex topics through real-life events. Service-learning combines community service with education, helping learners develop social responsibility and practical experience. Research conducted by the OECD in 2020 confirmed the effectiveness of these approaches and demonstrated their relevance for modern educational systems.

The issue of problems and solutions is of particular importance in the effective use of adults' experience in the educational process. Like any pedagogical approach, the implementation of this mechanism in practice is associated with certain barriers and difficulties. Scientific analysis of these challenges and the development of appropriate solutions contribute to improving the quality and effectiveness of education.

One of the main problems is the lack of pedagogical competence. Experienced adults may possess high professional qualifications and rich life experience, but pedagogical knowledge and methodological skills are also necessary in order to transfer this experience effectively to others. Not every knowledgeable or experienced person automatically becomes a good teacher. In some cases, adults may be unable to explain their experience systematically, may fail to consider the

age characteristics of learners, or may not be familiar with modern teaching methods. As a result, the expected outcomes are not achieved, and the potential of their experience remains underused.

Another important problem is the generation gap. There are significant differences between younger and older generations in worldview, values, ways of receiving information, use of technology, and communication styles. Young people growing up in the digital era often seek speed, interactivity, and innovation, while older generations may rely more on traditional approaches. This can lead to misunderstanding, decreased motivation, or interruptions in the transfer of knowledge. Therefore, taking generational differences into account is an essential condition of the pedagogical process.

In order to overcome these problems, it is first necessary to organize preparatory courses. Special pedagogical training programs, seminars, and professional development courses should be created for specialists, parents, mentors, and coaches who wish to use their experience in education. Through such programs, they can gain the necessary knowledge of educational psychology, age characteristics, effective communication, motivation strategies, interactive methods, and the use of modern technologies. As a result, an experienced adult can become not only a source of knowledge, but also an effective educator who can transmit that knowledge in an influential and meaningful way.

The second important solution is the strengthening of scientific and methodological support. The educational system should develop special programs, methodological guides, recommendations, lesson plans, and digital resources for the use of adults' experience in teaching and upbringing. At the same time, it is important to expand research in this field, study international practices, and introduce advanced educational models. When a strong scientific and methodological foundation exists, the integration of adults' experience into education becomes more effective and sustainable.

In conclusion, the use of adults' experience is an important pedagogical mechanism that makes education more practical, meaningful, and effective. This approach connects theoretical knowledge with real life, develops practical skills among learners, and contributes to personal growth. The scientific foundations of this direction were created by scholars such as Lev Vygotsky, Albert Bandura, John Dewey, David Kolb, Daniel Kahneman, and Émile Durkheim. Their theories deeply explain the pedagogical, psychological, and social significance of adults' experience in education.

Conclusion

Therefore, the wide implementation of this approach in the modern education system, the improvement of its methodological foundations, and the expansion of its practical opportunities are among the urgent tasks of contemporary pedagogy. By harmonizing the experience of adults with the potential of younger generations, it is possible to achieve the intellectual and moral development of society.

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