

Abstract

Recently, a lot of attention has been focused on the methods of acquiring and transferring knowledge which exceed traditional approaches and classifications. A shift from emphasizing formal procedures and methods of education and learning to non-formal and informal learning is evidently prevailing in adult education. New trends are being formed and understanding of the importance of learning throughout life is growing. Two key components of attaining the knowledge in such a manner, namely professional development and development of an individual's personality, can be identified in other historical periods as well. In Ancient Greece and Rome, many educationalists pointed out the importance of acquiring knowledge after completed »formal schooling«. It was characteristic of the Middle Ages that the necessity of development of professional knowledge and skills as well as an individual's personality was emphasized, bearing in mind that each of the three social classes/orders had its particular and distinctive system of acquiring and transferring knowledge. At the time of the Reformation, a new paradigm of understanding learning using non-formal approaches emerged, particularly with its demand for individualizing contacts with the God and the demand for the faithful to read the Bible by themselves in their mother tongues. The famous Slovene Protestant Primož Trubar implemented and improved these ideas of acquiring knowledge using non-formal methods; he designed his works in the way that all, irrespective of age, could learn to read. He also demanded continuous reading of the Bible through one's entire life, with the purpose of developing or changing a personality of an individual.

Key words: lifelong learning, lifelong education, Reformation, Middle Ages, formal education, non-formal education, informal learning, professional development, personal development, Ancient Greece, Ancient Rome, three orders

Na področju vzgoje in izobraževanja se od konca 20. stoletja intenzivno oblikujejo nove smernice in zahteve, pri čemer se veliko pozornosti namenja izobraževanju, izpopolnjevanju in učenju odraslih. Sodobnost vnaša drugačno pojmovanje učenja in izobraževanja, katerega pomembna značilnost je, da se ne omejuje zgolj na učenje oz. izobraževanje v mladosti, ampak (vsaj) enako pozornost namenja času odraslosti in starosti. Pri odraslih je pri pridobivanju znanja in spretnosti očiten tudi premik poudarka s formalnih načinov in metod na bolj neformalne.

»Pomanjkanje raziskovanja na tem polju /učenju odraslih – op. a./ je še posebej presenetljivo z vidika dejstva, da so vsi veliki učitelji antičnih časov – Konfucij in Lao Zi na Kitajskem; hebrejski preroki in Jezus v bibličnih časih; Aristotel, Sokrat in Platon v antični Grčiji; Cicero, Evklid in Kvintilijan v an-