

Studies on the evolution of the ontogenesis of the intellectual, physical and sensory characteristics of adult, made in the context of the learning ability of its active principle of interaction, support older binomial learning. Also, according to the summary conclusion of several studies conducted in different time periods: the early twentieth century - the last decades of the twentieth century (E. Thorndike, JR Kidd) 'in any of the healthy period of life, age has no veto power on learning'.

JRKidd in his "How adults learn," wrote the following: "Human beings seem to pursue learning, learning seems to be a prerequisite for a healthy body. The objective is to ensure the climate, the atmosphere, freedom and self-discipline in which learning is facilitated. You can not work too much in relation to the body-mind-emotions without meeting the conditions in which the person will start on a path of learning . A human being requires an "open field" for the kind of fight that is learning. Under convenient, suitable, men and women can demonstrate their learning".

The steps above supporting human capacity to learn at adult ages and logical development of knowledge as a permanent psychological process can be continued. But we thought that we caught on a pleading of origin intrasystemic to justify the aims of the education system imperfection age in educational action. The relationship "age-learning" is not a problematic ontological aspect of human development, but in the aspect of social development. Informational and cognitive human interaction with the world is produced naturally by empirical methods, based on previous cognitive structures, affective-volitional by the potential of the individual. In this context, John Dollard said: "He who learns is a person who wants something, the learner is a person who sees something, the learner is a person who does something, the learner is a person who acquires something". To note that all of these verbs are active. In this sense, we consider balanced debate dichotomous development and learning: learning and development. With the exit of young developers aged periods (20-24 years) and shelf stability developers entering the adult (25-45 years) with priority of involution (55 years), we consider relevant all learning theories which describes the background of the development.

Inspired by psychological and sociological sciences for ages, learning problem has been examined not only from its stage optics, as well as status and social role (Sorin Radulescu). Polish sociologist J. Szczepanski in "Basic Sociology" highlight the fact that the age group has an identity and its own dynamics, including a set of roles and relationships of interaction between these roles. Social role involves an expected, wanted or typical behavior, which is associated with a given position expressed by status. These notions are related and stages of economic development of society.

Industrial societies are characterized by standards supported by multiple legal rules that establish the main social events occurring and to intervene in the life of the individual, as well as the time at which the transition from one age period to another: for example, childhood is associated with the period of schooling, apprenticeship training to youth, adulthood with marriage, a family and work activity, aging with the withdrawal of occupation. Social norms and regulations on age and cultural significance of life course creates

The Chela And The Path Meeting The Challenge Of Life In The Twentieth Century

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