

This work aims at the education process for adults. The issue is examined from the psychological point of view. First, the necessary central terminology, such as education, learning, docility, etc., is defined. Next, selected psychological education theories are mentioned.

As to the styles of education, Kolb's empirical learning cycle is explained in details. Consecutively, internal and external learning conditions are engaged. Following chapter focuses on both adult student and lector personalities. The attention is also paid to the reciprocal relationship in the education (learning) process.

A special chapter is dedicated to the influence of physiological changes on the adult learning process. The last examined issue is the contrast of program education and self-directed education.