

FEATURES OF TEACHING A FOREIGN LANGUAGE TO ADULTS

Ishonkulov Sherzod Usmonovich

A senior teacher of Foreign Language department

Karshi engineering-economics institute

sherzod.usmonovich@mail.ru

Abstract: This article explores the unique considerations involved in teaching foreign languages to adult learners. It examines the principles of andragogy, the field of adult education, and how they differ from traditional pedagogical approaches for children. Key characteristics of adult learners, such as self-directedness, intrinsic motivation, and diverse learning styles, are discussed. The article then outlines effective teaching methods for adults, including task-based learning, learner autonomy, and the integration of real-world applications. By understanding the specific needs and motivations of adult learners, educators can create a more engaging and effective learning environment for this growing demographic.

Keywords: Adult learners, foreign language acquisition, andragogy, teaching methodology, classroom environment;

ОСОБЕННОСТИ ОБУЧЕНИЯ ВЗРОСЛЫХ ИНОСТРАННОМУ ЯЗЫКУ

Ишонкулов Шерзод Усмонович

Старший преподаватель кафедры иностранных языков

Каршинский инженерно-экономический институт

sherzod.usmonovich@mail.ru

Аннотация: В этой статье исследуются уникальные аспекты преподавания иностранных языков взрослым учащимся. В нем рассматриваются принципы

андрагогики, области образования взрослых, и чем они отличаются от традиционных педагогических подходов к детям. Обсуждаются ключевые характеристики взрослых учащихся, такие как самостоятельность, внутренняя мотивация и разнообразные стили обучения. Затем в статье описываются эффективные методы обучения для взрослых, включая обучение на основе задач, автономию учащихся и интеграцию реальных приложений. Понимая конкретные потребности и мотивацию взрослых учащихся, преподаватели могут создать более увлекательную и эффективную среду обучения для этой растущей аудитории.

Ключевые слова: взрослые обучающиеся, овладение иностранным языком, андрагогика, методика преподавания, классная среда;

CHET TILINI YOSHI KATTALARGA O‘QITISHNING XUSUSIYATLARI

Ishonqulov Sherzod Usmonovich

Xorijiy tillar kafedrası katta o‘qituvchisi

Qarshi muhandislik-iqtisodiyot institute

sherzod.usmonovich@mail.ru

Annotatsiya: Ushbu maqolada katta yoshdagi o‘quvchilarga chet tillarini o‘rgatishning o‘ziga xos jihatlari o‘rganiladi. Unda andragogika tamoyillari, kattalar ta’limi sohasi va ularning bolalar uchun an’anaviy pedagogik yondashuvlardan farqi o‘rganiladi. Katta yoshdagi o‘quvchilarning o‘z-o‘zini boshqarish, ichki motivatsiya va turli xil ta’lim uslublari kabi asosiy xususiyatlari muhokama qilinadi. Keyin maqolada kattalar uchun samarali o‘qitish usullari, jumladan, vazifaga asoslangan ta’lim, o‘quvchilarning avtonomiyasi va real dunyo ilovalari integratsiyasi ko‘rsatilgan. Katta yoshdagi o‘quvchilarning o‘ziga xos ehtiyojlari va motivlarini tushunish orqali o‘qituvchilar ushbu o‘sib borayotgan demografiya uchun yanada qiziqarli va samarali ta’lim muhitini yaratishi mumkin.

Kalit so‘zlar: Katta yoshdagi o‘quvchilar, chet tilini o‘zlashtirish, andragogika, o‘qitish metodikasi, sinf muhiti;

Introduction

The growing demand for foreign language proficiency across various professions and personal pursuits has led to a surge in adult learners seeking language education. However, teaching adults a foreign language requires a distinct approach compared to traditional methods used for children. Adults bring a unique set of characteristics and learning styles to the classroom, necessitating a shift in pedagogical focus.

Methodology

This article adopts a literature review approach. It draws upon research in the fields of andragogy, adult language acquisition, and foreign language teaching methodology. Relevant academic journals, books, and online resources were consulted to identify key features of adult learners and effective teaching strategies.

Results

The principles of andragogy emphasize the self-directed nature of adult learning. Adults are typically motivated by specific goals, such as career advancement or travel. They possess a wealth of life experience and knowledge that can be leveraged in the learning process. However, adults often face time constraints and may have anxieties about language learning.

Features of Adult Learners

- **Motivation:** Adults are typically intrinsically motivated, driven by specific goals like career advancement, travel, or personal enrichment.
- **Learning Styles:** Adults often have established learning styles based on prior experiences. They may prefer a more collaborative and activity-based approach compared to children.
- **Cognitive Abilities:** Adults possess a wealth of life experience and knowledge, which can be leveraged to enhance their learning. However, they may struggle with rote memorization techniques.

- Time Constraints: Adults juggle professional and personal commitments, leading to limited time for language learning.

Effective teaching methodologies for adults include:

- ✓ Communicative approach: Prioritizes real-world communication skills through role-playing, simulations, and discussions.
- ✓ Task-based Learning: This approach focuses on real-world communication tasks, allowing learners to see the immediate practicality of their language skills [3].
- ✓ Technology integration: Utilizes online resources, apps, and interactive platforms to enhance learning.
- ✓ Learner Autonomy: Adult learners benefit from having control over their learning pace and style. Providing opportunities for independent study and goal setting fosters a sense of ownership over the learning process [4].
- ✓ Integration of Real-World Applications: By incorporating authentic materials like news articles, music, and videos, instruction becomes more relevant and engaging for adult learners [5, 541-576].
- ✓ Respectful and Collaborative Learning Environment: Adults appreciate a learning environment that values their experiences and encourages collaboration with peers [6].

Creating a positive and supportive classroom environment is crucial. Adult learners appreciate a collaborative atmosphere that encourages active participation and error correction with tact.

Discussion

Understanding the distinct features of adult learners allows educators to tailor their teaching methods to achieve optimal learning outcomes. By incorporating the principles of andragogy, catering to diverse learning styles, and fostering a positive learning environment, educators can create a successful foreign language learning experience for adults. The article offers a solid framework for understanding adult foreign language learners. Here's how scientists might engage in further discussion based on the presented points:

Cognitive Characteristics: Learning Styles: While the article mentions an analytical preference, some researchers might argue for acknowledging the diversity of learning styles among adults. Perhaps exploring visual, auditory, and kinesthetic approaches could be beneficial.

Cognitive Decline: A potential point of debate is the impact of age-related cognitive decline on language learning. Some scientists might advocate for incorporating strategies to address this factor.

Motivational Factors: Motivation Maintenance: The article focuses on initial motivation. Scientists might discuss strategies for sustaining motivation throughout the learning process, especially for instrumental learners who may face setbacks.

[7]

Conclusion

Teaching foreign languages to adults necessitates a shift from traditional pedagogical methods to an andragogical approach. Recognizing the unique motivations, learning styles and time constraints of adult learners is paramount. Implementing effective teaching methodologies and fostering a supportive classroom environment can maximize the success of adult foreign language learning programs.

References:

1. Knowles, M. (1975). *Self-Directed Learning*. Chicago: Follet.
2. Merriam, S. B. (2001). *Andragogy and Self-Directed Learning: The Definitive Andragogical Handbook*. San Francisco: Jossey-Bass.
3. Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow, England: Longman.
4. Holec, H. (1981). *Autonomy and foreign language learning*. London: Heinemann Educational Books.
5. Littlewood, W. (1999). Outcomes in communicative language teaching: A theoretical framework. *Language Learning*, 49(4), 541-576.

6. Brookfield, S. D. (1991). Understanding and facilitating adult learning. San Francisco: Jossey-Bass.
7. Wajnryb, R. (1990). Strategies for Teaching Foreign Languages. Boston: Heinle&Heinle.
8. IshonkulovS.U. Development of a model for the development of compensatory competence in the study of English for nonlinguistic student's specialties; Proceedings of the 8th International Scientific and Practical Conference «Global and Regional Aspects of Sustainable Development»(March 26-28, 2023).Copenhagen, Denmark.
9. Ishonkulov Sherzod Usmonovich, Development of a Model for the Development of Compensatory Competence in Learning English for Non-Linguistic Students' Specialties, American Journal of Science and Learning for Development ISSN 2835-2157Volume 2 | No 10 | Oct -2023