

FEATURES OF ADULTS LEARNING FOREIGN LANGUAGE

<https://doi.org/10.5281/zenodo.6462973>

Bobokulova Shakhnoza Bahriddinovna

*Lecturer at Bukhara state university,
Bukhara, UZBEKISTAN*

Kodirova Nozima Zukhrob kizi

*Student of Bukhara State University,
Bukhara, UZBEKISTAN*

Abstract: *this article discusses the features of teaching a foreign language to adult learners. The necessary pedagogical conditions for the productive study of a foreign language by adults are identified, aspects of solving this issue are determined.*

Keywords: *foreign language, adult learners, linguistic experience, motivation, pedagogical conditions, "competence-based" approach*

The main foreign language studied everywhere in Uzbekistan is English. It should be noted that in the framework of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training in the country, a comprehensive system of teaching foreign languages, harmoniously developed, A system has been created aimed at forming a valuable, modern-minded young generation and further integration of the republic into the world community. In our time of globalization of society, expansion of international relations and cooperation with other countries in the field of politics, economics and culture, a large number of adults feel the need to study foreign language to become a participant in international activities and communication. Despite this, many adults have difficulty learning a foreign language. Knowing and taking into account some features of teaching a foreign language to adult students will help optimize the learning process and use methodological techniques as efficiently as possible.

According to psychologists, logical memory improves with age, but short-term memory worsens. A favorable factor is the interconnectedness and coordination of functions, which compensates for individual shortcomings. For example, the accumulated experience, well-developed logical thinking will help replenish the amount of short-term memory. Linguistic experience can have both negative and positive effects on learning effectiveness. Lack of knowledge in the native language can make it difficult to understand and assimilate grammatical and lexical structures. In contrast, a very high level of native language proficiency can inhibit the learning of a foreign language since the need for an adult student to express his own thoughts; rich life experience contradicts the possibilities in a foreign language, which causes numerous errors. Despite this, practice proves that linguistic experience in learning one foreign language helps in the successful study of other foreign languages. Also, an important role in adult education is played by

motivation, which encourages a person to act, mobilizes his internal energy and directs his actions and actions. . When working with an adult audience, attention is required to the personality of each student, taking into account his social role. To create suitable comfortable conditions for increasing the speech activity of students, it is necessary to strive for natural and informal communication, which is characterized by responsiveness, participation and direct attention to the interlocutor. The tone should be interested and trusting. In addition, in order to create emotional comfort for students in interpersonal relationships, one should take into account not only the level of language proficiency, but also the age of group members. It is necessary to evaluate the results of students, correct mistakes and reward for success and effort. It is possible to identify several pedagogical conditions for the effective teaching of adults in a foreign language. According to many scientists, the main the features of an adult student are as follows:

1. An adult student is an independent and self-governing person who has life experience, including educational experience.
2. Each adult student has his own specific motivation for learning a foreign language, which, most often, is associated with his professional activities.
3. The adult learner tries to immediately put theoretical knowledge into practice in everyday and professional life.
4. An adult student has rather high requirements for the quality of education and its results.

Based on all of the above, the main pedagogical principles in teaching an adult group of students are: individualization, reliance on experience, the principle of joint activity, the practical orientation of training, the role a teacher in organizing training, providing advice and the necessary quality knowledge.

Many psychologists identify eight important features in adult learning.

1. Adult learners should be motivated to learn. Their learning will be effective only if they have a strong desire to master new skills and abilities. Motivation cannot be imposed, but it can be stimulated from outside.
2. An adult student will study only what they consider important and necessary for practical application.
3. Adult learners learn by doing. If they have the opportunity to apply the acquired knowledge in practice, consolidate it, and repeat it regularly, then new knowledge will be retained longer than with "passive" learning.
4. When teaching adults, it is necessary to use realistic problems from practical life and look for a concrete solution.
5. Previous life experience has a great influence on the adult learner. The way a student perceives new knowledge directly depends on his previous life experience.
6. Adult learners need an informal environment, as many people have connections with school any unpleasant memories.
7. When teaching an adult group of students, remember to use different teaching methods. Learning will be more effective if new knowledge is perceived by multiple senses, such as sight and hearing. Audio recordings, visual aids, videos contribute to a better

assimilation of knowledge. Also, the discussion method of teaching helps to better consolidate the acquired knowledge, apply it and attract the attention of the student.

8. Adult learners should be guided, not "judged". Many of them are critical of themselves, their abilities, so they may be adversely affected by competition due to fear of public condemnation. Interpersonal interaction is one of the most important conditions for effective and successful adult learning of a foreign language. Accounting for the psychological characteristics of interpersonal interaction improves the learning process and leads to the most effective adult learning. I believe that for successful adult education, foreign

A new language requires constant interaction between the student and the teacher at all stages of the educational process from planning to results.

G.A. Kitaigorodskaya notes the need to "create those situational ups and downs in which the student himself is forced to activate his creative abilities, mobilize his attention, whip up his memory under the influence of the emotional experience of events". For adult students, it is important to immediately apply new knowledge, skills and abilities, in connection with which I usually use role-playing games and modeling real life situations in class.

In addition, as mentioned earlier, adults are more motivated to learn than children and adolescents, so the teacher needs to support and manage it in order to achieve the planned result. For better memorization of new words, I use visual images and associations. Also, instead of assessing students' knowledge by the teacher, the most effective way is to evaluate the results first by the student himself, and then discuss them with the teacher.

Thus, we are talking about a "competence-based" approach, which implies the formation and development of various competencies, the creation of opinions, attitudes and the desire to develop. All of these goals are in line with adult expectations student.

REFERENCES:

1. Resolution of the President of the Republic of Uzbekistan No. PP-1875 of December 10, 2012
2. 1. Nemov R.S. Psychology: textbook. for stud. higher ped. textbook establishments : in 3 books. - 4th ed. / R. S. Nemov. – M.: Humanit. ed. center VLADOS. – 2003. –688 p.
3. Ballastov A. V. Practical application of information technology logics in teaching adults professionally oriented foreign language linguistic communication in a non-linguistic university / A. V. Ballastov // Vestnikname TPGU. - 2012. - No. 4. - P. 74–79.
4. Kitaygorodskaya G. A. Optimal organization of the educational process in intensive teaching of foreign languages to adults / G. A. Kitaygorodskaya // Psychology and methods of teaching foreign languages. – M. – 1978.