

## APPROACHES TO THE TEACHING FOREIGN LANGUAGES TO ADULTS

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**Abstract:** The article deals with the main modern approaches to teaching adults foreign languages. Each approach is characterized, its advantages and disadvantages are stated. Special attention is paid to teaching foreign languages at non-linguistic high schools. The author comes to the conclusion that only combining various approaches and using different methods of teaching it is possible to develop students' linguistic competence and their communicative abilities.

**Keywords:** foreign language, approaches to teaching languages, teaching of adults.

**Аннотация:** В статье рассмотрены основные современные подходы к обучению взрослых иностранным языкам. Охарактеризован каждый подход, указаны его преимущества и недостатки. Особое внимание уделяется преподаванию иностранных языков в неязыковых вузах. Автор приходит к выводу, что только сочетая различные подходы и используя разные методы обучения, можно развивать языковую компетентность студентов и их коммуникативные способности.

**Ключевые слова:** иностранный язык, подходы к обучению языкам, обучение взрослых.

In modern society, the role of language education is constantly growing. A foreign language is considered as an instrument that allows a person not only to familiarize easily in the modern world but also to fulfill his professional duties better. Besides, it gives him an opportunity to enlarge his professional and cultural outlook while studying various sources of information. Knowledge of one or more foreign languages has become a topical problem for many people. And under such conditions the search for effective methods of teaching foreign languages to adults who are aimed at solving concrete professional tasks has become really vital. According to psychologists, logical memory improves with age, but short-term memory deteriorates. A favorable factor is the interconnectedness and coordination of functions, which compensates for individual shortcomings [1]. For example, the accumulated experience, well-developed logical thinking will help to fill the volume of short-term memory. Linguistic experience can demonstrate 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 constructions. In contrast, a very high level of native language proficiency can slow down the learning of a foreign language, since the need of an adult learner to express their own thoughts; rich life experience contradicts the possibilities in a foreign language, which leads to numerous errors.

Despite this, practice proves that linguistic experience in the study of 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 inner 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 confidential. In addition, to create emotional comfort for students in interpersonal relationships, it is necessary to take into account not only the level of language proficiency, but also the age of the group participants. It is necessary to evaluate the results of students, correct mistakes and reward them for their success and efforts. According to Ballastov [2], it is possible to identify several pedagogical conditions for effective teaching of a foreign language to adults. According to many scientists, the main differences between adult learners 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 to learn a foreign language, which, most often, is associated with his professional activity.
3. An adult student tries to immediately apply theoretical knowledge in practice in everyday and professional life.

4. An adult student has quite high requirements for the quality of training 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 of the teacher in the organization of 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 studies 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 the outside.
2. An adult student will study only what they consider important and necessary for their practical application.

3. Adult learners learn while working. If they have the opportunity to apply their knowledge in practice, consolidate it, and repeat it regularly, then new knowledge will last longer than with "passive" training.
4. When teaching adults, it is necessary to use realistic problems from practical life and look for a specific solution.

Interpersonal interaction is one of the most important conditions for effective and successful teaching of a foreign language to adults. Taking into account the psychological characteristics of interpersonal interaction improves the learning process and leads to the most effective adult learning. I believe that for the successful teaching of a foreign language to adults, it is necessary to constantly interact with the student and the teacher at all stages of the educational process, from planning to results. Kitaygorodskaya notes the need to "create those situational vicissitudes in which the student himself is forced to activate his creative abilities, mobilize his attention, and spur his memory under the influence of emotional experience of events" [4]. For adult students, it is important to immediately apply new knowledge, skills and abilities, in connection with which I usually use role-playing games, modeling real-life situations in the classroom. In addition, as mentioned earlier, adults are more motivated to study than children and adolescents, so the teacher needs to support and manage it to achieve the planned result. To better memorize new words, I use visual images and associations. Also, instead of evaluating 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 different competencies, the creation of opinions, relationships and the desire to develop. All of these goals meet the expectations of an adult learner.

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