

## EFFECTIVE METHODS OF TEACHING ENGLISH TO ADULTS

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**Annotation:** The article emphasizes the growing potential and recognition of interpersonal connection in modern education while concentrating on creative approaches to teaching adults. The author emphasizes how crucial it is to choose techniques that complement a range of goals, demographics, and phases of mental growth. A thorough analysis of the current educational process and its results is provided.

The writer explores the unique learning traits of adult language and literacy learners. The essay also outlines four guiding principles for adult learners of foreign languages. These ideas most likely form the basis of successful adult language education.

In light of the aforementioned attributes and guiding principles, the writer promotes the use of creative approaches in adult education. The phrase "innovative methods" refers to the application of state-of-the-art techniques, tools, and instructional designs to improve adult learners' experiences. The article probably goes over particular instances of these cutting-edge techniques, explaining how to use them to meet the special requirements of adult language and literacy learners.

**Keywords:** pedagogic studio work, interdisciplinary projecting, electronic self-directed education, direct instruction, innovative approaches, teaching process, and teaching of adults.

### INTRODUCTION

There are several teaching strategies and tenets found in modern technique. None of them is flawless, but everyone has pros and cons, qualities and flaws of its own. Therefore, it is crucial to ascertain the precise teaching strategy in a given situation. We agree with Chen Jiamy that the optimal approach is one that yields a certain result in a particular setting.

The changes that are currently taking place in our nation have made it necessary for people to demand studying foreign languages.

The majority of them anticipate reaching this degree of language proficiency once they have mastered the fundamentals of a foreign language and have all the elements required to become self-perfectors in their language learning.

Some of them require foreign languages in order to communicate in daily life, while others require them in order to succeed in their careers and related fields of

endeavor. Their ability to learn a foreign language will therefore lead to the acquisition of factually learned knowledge and abilities, as well as personal growth, self-reliance, creative thinking, and the capacity to study the language at a higher level. In order to accomplish this goal, the educational process must be set up to effectively support people in realizing their desire to acquire foreign languages.

### **Teaching foreign languages to adults**

The passage highlights the need of teaching English to adults and the demand for techniques that are multifunctional and in line with adult characteristics. The author emphasizes how critical it is to comprehend the mental capacity, thought processes, memory, imitation skills, strengths, and shortcomings of adult learners. These elements are important places to start when making judgments on teaching methods.

The paper makes the case for teaching adult learners of English by utilizing cutting-edge techniques and tools. It defines innovation in education as a movement that is based on national and international standards and best practices. It is explained how "innovation" can be interpreted broadly, connecting it to qualitative improvements in the efficiency of products or processes that meet market demands.

We go deeper into the idea of innovation, highlighting its relationship to scientific and technological advancements and how they materialize in new products and technology. The text lists several definitions, emphasizing innovation as the process of turning ideas or innovations into content that has commercial value. It also acknowledges Joseph Schumpeter's view that innovation is the result of a confluence of variables motivated by an entrepreneurial spirit.[1]

Innovation in the educational setting is characterized as the result of incorporating novel instructional strategies, sophisticated technical tools, organizational structures, or content. It also covers innovative methods for providing social services in the context of education. The essay presents innovation in education as a dynamic process that adapts to changing market and industry demands.

The paragraph highlights how cutting-edge techniques and technologies in education are becoming more and more recognized and offer opportunities. In addition to promoting the continuation of information transfer and the development of competencies, personal traits, and meta-professional abilities, it highlights the importance of interpersonal connection through external discourse in the assimilation of educational material.[2]

The importance of efficacy is emphasized as the main factor to be taken into account when teaching adults. Understanding adult learners' preferred learning styles and taking into account their unique needs and requirements is essential to the success of adult education. Methodologists' findings about the typical learning traits of adult language and literacy learners are presented in this article.

Goal-drivenness, understanding language and literacy as social processes involving interaction, risk-taking, development happening when the target language just teeters above the user's current proficiency level, the need for focus, engagement, and practice, and the multifaceted nature of language and literacy are some of these traits.[3]

The passage also lists four guidelines for teaching adults foreign languages:

maximizing the relevance of the learning process by utilizing the learner's past coursework, professional experience, or workplace information.

Utilizing in the classroom the exact same supplies, machinery, tools, and "realia" that the student will use once they have received training.

In adult language education, these concepts stress the significance of relevance, practical application, and meaningful involvement

The ultimate goal is to design meaningful, purposeful, and successful learning experiences that are suited to the particular requirements and traits of adult learners.[4]

The sentence emphasizes how cutting-edge techniques and technologies in education are becoming increasingly recognized and present potential. In the process of assimilation of educational content, supporting the continuity of knowledge transfer, and stimulating the development of competences, personal traits, and meta-professional abilities in students, it highlights the significance of interpersonal connection through external conversation.[5]

In particular, the book addresses cutting-edge approaches to adult education that complement the tenets and features of adult language instruction. Among these techniques are:

**Method of Direct Instruction:** This approach, proposed by German researchers and educators Jochen Grella and Jürgen Wichmann, focuses on achieving a more informed perception of educational material. The method emphasizes active orientation of the target, leading to efficient material perception by learners. The teacher plays a central role in managing the overall development of events in the classroom.[6]

**Method of Electronic Self-directed Education:** This method involves the use of electronic resources for self-directed learning. Learners have the autonomy to guide their own educational process using digital tools and resources.

**Method of Pedagogic Studio Work:** This approach involves creating a studio-like environment in the educational setting. It emphasizes hands-on, practical work and collaborative learning, fostering a creative and dynamic learning atmosphere.[7]

**Method of Interdisciplinary Projecting:** This method promotes interdisciplinary learning by integrating projects across different subject areas. It encourages students to apply knowledge and skills from various disciplines to solve real-world problems.

The passage provides a brief overview of the Method of Direct Instruction, emphasizing its goal of achieving a more informed perception of educational material and the active orientation of the target. The teacher's role is highlighted as central to managing the overall development of events in the classroom. Additionally, a quote by A. Hemlke underscores the significance of instructional methods in determining the level of productivity and educational progress in learner groups.[8]

### CONCLUSION

The passage discusses the multitude of innovative methods for teaching adults, along with traditional ones, to instruct them in learning foreign languages. The primary concern is achieving the best or a relatively better result in a given context, considering factors such as purposes, age groups, and stages of mental development. The author suggests that different methods may be suitable for learners at various proficiency levels.

The two methods deemed comparatively suitable for adult beginners are:

**Method of Direct Instruction:** This approach, emphasizing informed perception of educational material and active target orientation, is considered effective for beginners. The teacher's central role in managing the overall development of events in the classroom is highlighted.

**Method of Electronic Self-directed Education:** Suited for adult beginners, this method involves the use of electronic resources for self-directed learning, providing learners with autonomy in guiding their educational process.

For learners at intermediate and advanced levels, the author recommends:

**Method of Pedagogic Studio Work:** This approach, creating a studio-like learning environment, encourages hands-on, practical work and collaborative learning. It is suggested for intermediate-level learners.

**Method of Interdisciplinary Projecting:** Advisable for those at intermediate and advanced levels, this method promotes interdisciplinary learning by integrating projects across different subject areas, allowing students to apply knowledge and skills to solve real-world problems.

The author also recommends the practice of guided composition, combining two or three, even four, skills together. This approach aims to enhance language learning by integrating multiple skills simultaneously.

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