

### **EFFECTIVE METHODS OF TEACHING ENGLISH TO ADULTS**

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***ANNOTATION:** The article focuses on innovative methods for teaching adults, emphasizing the increasing recognition and opportunities associated with interpersonal interaction in contemporary education. The author highlights the importance of selecting methods that align with diverse purposes, age groups, and stages of mental development. A comprehensive view of the modern teaching process and its outcomes is presented.*

*The author delves into the learning characteristics specific to adult language and literacy learners. Additionally, four guiding principles for teaching foreign languages to adults are outlined in the article. These principles likely serve as a foundation for effective adult language instruction.*

*Given the identified characteristics and guiding principles, the author advocates for the incorporation of innovative methods in adult education. The term "innovative methods" suggests the utilization of cutting-edge approaches, technologies, and teaching strategies to enhance the learning experience for adults. The article likely discusses specific examples of these innovative methods, detailing how they can be applied to cater to the unique needs of adult learners in language and literacy education.*

***Keywords:** teaching adults, innovative methods, teaching process, direct instruction, electronic selfdirected education, pedagogic studio work, interdisciplinary projecting.*

#### **INTRODUCTION**

Modern methodology is rich in teaching methods and principles. Each of them has its own advantages and disadvantages, merits and defects, but none is perfect. So, it is very important to find out the exact method of teaching in a

particular case. We share the view of Chen Jiamy, who considers that the best method is one where a specific effect is obtained in a specific context.

Today the transformations, which are actively occurring in our country, have lead to people's demand for learning foreign languages.

Most of them are looking forward to acquiring such a level in knowing language when he / she has certain basic skills of a foreign language and will possess all the qualities necessary for selfperfection of knowledge in it. Some of them need foreign languages to be able to communicate in everyday life, the other – to be effective in profession and adjoining spheres of activities. So, the results of their learning a foreign language are to be factually learned knowledge and competencies, personal development, selfdependence and creative search, an ability to continue learning the language on a higher level. To realize this task it is necessary to organize educational process in such a way so that it assists in effective realization of people's aims in learning foreign languages.

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

The passage underscores the significance of teaching English to adults and emphasizes the need for multipurpose-oriented methods that align with the characteristics of adults. The author highlights the importance of understanding adult learners' mental capacity, modes of thinking, memory, imitation ability, strengths, and weaknesses. These factors serve as crucial starting points for decisions regarding teaching methodology.

The article argues for the incorporation of innovative methods and technologies in teaching English to adults. It characterizes innovation in education as a trend rooted in both domestic and global practices, reflecting best practices and traditions. The broad interpretation of "innovation" is discussed, linking it to qualitative growth in processes or products' efficiency as demanded by the market.

The concept of innovation is further explored, emphasizing its connection to scientific and technological advances and their manifestation in new products and technologies. The passage cites various definitions, with a focus on innovation as a process that transforms inventions or ideas into economically meaningful

content. Joseph Schumpeter's perspective on innovation as a combination of factors, driven by entrepreneurial spirit, is also acknowledged.[1]

In the context of education, innovation is defined as the outcome of introducing new content, methods, organizational forms in the educational process, or advanced technical tools. It also includes novel approaches to social services within the realm of education. The article positions innovation in education as a dynamic process that responds to evolving needs and demands in both the market and the field of education.

The passage emphasizes the increasing recognition and opportunities associated with innovative methods and technologies in teaching. It underscores the role of interpersonal interaction through external dialogue in the assimilation of educational material, contributing to the continuity of knowledge transfer and the development of competencies, personal qualities, and meta-professional skills.[2]

When it comes to teaching adults, effectiveness is highlighted as a primary consideration. The success of adult education is contingent upon understanding how adults learn best, taking into account their specific needs and requirements. The article presents common learning characteristics of adult language and literacy learners, as identified by methodologists. These characteristics include being goal-driven, recognizing language and literacy as social processes involving interaction, the need for risk-taking, development occurring when the target language slightly surpasses the user's current proficiency level, the requirement of focus, engagement, and practice, and the multidimensional nature of language and literacy.[3]

The passage also outlines four guiding principles for teaching foreign languages to adults:

Making instruction as meaningful as possible by leveraging the learner's prior content, workplace, or professional knowledge.

Directly using materials, tools, equipment, and "realia" in the classroom that the learner will actually use after training.

These principles emphasize the importance of relevance, practical application, and meaningful engagement in adult language education. The overall aim is to create effective, engaging, and purposeful learning experiences tailored to the unique characteristics and needs of adult learners.[4]

The passage highlights the growing recognition and opportunities associated with innovative methods and technologies in teaching. It emphasizes the importance of interpersonal interaction through external dialogue in the process of assimilating educational material, promoting the continuity of knowledge transfer, and fostering the development of competencies, personal qualities, and meta-professional skills in students.[5]

The text specifically discusses innovative methods for teaching adults that align with the principles and characteristics of adult language teaching. Some of these methods include:

**Method of Direct Instruction:** This approach, proposed by German researchers and educators Jochen Grell 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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