CHALLENGES OF TEACHING ENGLISH TO ADULT LEARNERS IN TODAY'S WORLD.

Pakirdinova Sharofat Abdumutaljonovna
FerSU teacher, sharofatpakirdinova@gmail.com
Qo'chqarova Maftunaxon Mirahmad qizi
FerSU student. mkuchkarova1723@gmail.com

ARTICLE INFO

ABSTRACT

This article focuses on the challenges faced in teaching English to adults in the current global era.It also includes cognitive characteristics,attitudinal characteristics, and behavioural characteristics which are presented by adult students.

Although the concept of "adult learners" may be given slightly differing definitions, depending on the aspect that each definition is meant to emphasize, in my approach this term refers to persons over the normal age of traditional schooling (more specifically, over 23-25 years old), who freely choose to get involved in a particular form of instruction, in order to serve a professional, social or personal need or interest. The interest in adult learners emerged from the idea that mature students learn somehow differently from the young ones. Building on this idea, the American educator Malcolm Knowles developed the principle of "andragogy", which represents the art and science of adult learning. Knowles' (1984) andragogical model is based on the following assumptions about the adult learners: since adults tend to be self-directed, they can direct their own learning; a rich reservoir of life experiences aid their learning; they are ready to learn when they assume new social or life roles; they have a task-, or problem centered orientation to learning, being willing to apply new learning immediately; and adults are generally motivated to learn due to internal rather than external factors (Knowles, 1984, p.12).

I will briefly discuss the main cognitive, [1]attitudinal and behavioral characteristics presented by the adult students.[2]

1. Cognitive characteristics

Adult students are generally more ineffective as language learners than the traditional students, on the account that the younger people a[3]re, the more flexible their brains, and, consequently, the better their cognitive function

2. Attitudinal characteristics

It is widely agreed that motivation represents a factor of central importance for successful learning. Unlike younger learners, the adults almost always have a sound reason why they are studying, and that reason will be their primary motivation.

3. Behavioral characteristics

In comparison to other age groups, adults tend to be more disciplined and more willing to struggle on despite boredom (Harmer, 2007, p. 84). This does not mean that older learners cannot display disruptive behavior, such as talking to their neighbors when they should pay attention to the teacher, arriving in class late, failing to do any homework, or even disagreeing vocally with what the teacher is saying (Harmer, 2002, p. Conclusion: It seems that, in spite of the difficulties that might occur, th⁴e process of teaching English to adult learners can prove to be very interesting and, at the same time, rewarding. These learners' motivation, determination and life experience can bring a wide range of benefits to the context of instruction. However, it is obvious that instructors must be more flexible and more responsive in adult educational contexts. It is only in this way that teachers can really contribute to the success of their students' learning by creating a positive climate which makes adults feel emotionally safe, and which offers them the type of instruction that they expect.

The general characteristics presented by the adult learners might make people consider that it is easier to teach English to more mature students than to children, the reality of the instruction process itself often reveals that this is not entirely true. In other words, working with adult students certainly presents its own challenges, and, in this section, I will try to explain what some of these challenges are actually about. In order to offer an objective perspective in this respect, in addition to the theoretical information available on the topic, I will also make reference to research evidence. The research evidence is based on data gathered by means of a mini-research study that I conducted among twenty experienced English teachers, who have had the opportunity of working both with children and with adult students. Since my intention was not to make statistics, but just to arrive at findings which reflect a certain reality, I used methodology which is characteristic of the qualitative type of research. As data collection instrument, I used the questionnaire. The thorough analysis of the answers gathered in this way pointed to the fact that, when it comes to teaching English to adult learners, my subjects are generally faced with challenges that are related to a series of personal factors, that is, to within-student or teacher characteristics, involving physical, cognitive, and affective variables.

References:

1.Abdumutaljonovna, P. S. (2022). Main Characteristics of Advertising Discourse in Modern Linguistics. Texas Journal of Multidisciplinary Studies, 9, 173-176.

2.Brookfield, S. D. (1990). The skillful teacher. San Francisco: Jossey-Bass.

3.Conlan, J., Grabowski, S., & Smith, K. (2003). Adult learning. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology.

3. Juhasz" Faculty of Education, University of Szeged (pp. 66-81). Szeged: SZTE JGYPK.

4.Harmer, J. (2002). How to teach English. Malaysia: Longman.

Harmer, J. (2007). The practice of English language teacher (4th ed.). Harlow: Longman.

5.Amato, P., & Amato, A. R. (1988). Making it happen. New York: London.

6.Deesri, A. (2002). Games in the ESL and EFL class. The Internet TESL Journal (September 9), [On-line serial]: Retrieved on 05-March-2008, at URL:http://iteslj.org/Techniques/Deesri-Games.html.

7.Pakirdinova, S. (2023). ZAMONAVIY TILSHUNOSLIKDA REKLAMA MATNI VA UNING O'ZIGA XOS XUSUSISYATLARI. Talqin va tadqiqotlar, 1(19).

8.Hashimova, N., & Sattorov, T. (2021). USAGE OF ENGLISH MILITARY TERMINOLOGIES AS A NEUTRAL AND COLLOQUIAL VOCABULARY. CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES (2767-3758), 2(11), 162-167.

9.Mirzayev, A., & Oripova, S. (2022). COMMUNICATIVE METHOD–A NEW APPROACH IN THE PRACTICE OF TEACHING FOREIGN LANGUAGE. Science and innovation, 1(B6), 778-783.

10.Gafurova, N. I. (2021). Structural-semantic classification of construction terms in English and Uzbek languages. ACADEMICIA: An International Multidisciplinary Research Journal, 11(5), 571-575.

11.Abdumutaljonovna, P. S. (2022). The function and peculiarities of advertising text in linguistics. Confrencea, 1(1).