



TEACHING ENGLISH FOR ADULT LEARNERS

Okhunov Asilbek Olimjon o'gli

FerSU teacher

asilbekshamsiddin@gmail.com

Sirojiddinov Bokhodirjon Bakhromjon o'g'li

FerSU student

bahodirsirojiddinov690@gmail.com

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ABSTRACT

This article demonstrates the importance of teaching adult learners. Therefore, it is discussed several prospects and consequences in teaching them and conducting appropriate lesson for these kind of learners.

Adult learners are those who have reached the age of 18 and engage in a variety of learning activities. A teacher should be aware of adult learners' self-concept, prior experience, willingness to learn, learning orientation, and motivation to learn in order to effectively educate them. Adults want to know why they need to learn anything, they believe they are accountable for their life, and they bring various experiences to any activity. A teacher should take these factors into consideration.

Adults become prepared to gain the skills they need to have in order to function well in everyday situations. Their approach to learning is life-centered (as opposed to task- or problem-centered). Adults respond to some external motivators (such as better jobs and bigger incomes), but internal factors are the most effective ones. Motivation is the desire to do something for a certain purpose.

Adults in the classroom perform better academically and take their studies more seriously. Different learning modalities are introduced into the classroom by adults, and faculty members themselves learn new things. They might assume a portion of the instructor's duties.

The number and variety of experiences is the most crucial social trait of an adult learner. Teaching adults differs from teaching toddlers simply because of this feature.

Utilize the experiences of your students as a resource. Utilizing participant experiences as a learning resource is another frequently mentioned principle of adult education. In addition to having experiences that can serve as a basis for learning new things, adult learners often become ready to learn as a result of activities and issues in their daily lives. Adults' unique life experiences and viewpoints can be a valuable resource for learning in the classroom;

Encourage learners' independence. Some people believe that adulthood is characterized by self-direction, but not all adults exhibit it to the same degree. Adults may not exhibit self-

direction in settings for adult learning if they are used to teacher-directed learning contexts. They begin “to see them selves as proactive, initiating individuals engaged in a continuous re-creation of their personal relationships, work worlds, and social circumstances rather than as reactive individuals, buffeted by uncontrollable forces of circumstance” ¹

Build an environment that supports and promotes learning. Between teachers and students, there should be mutual respect and trust in the classroom. It ought to boost students' self-esteem. Supporting and promoting learning does not imply that there are no conflicts present. It does imply that when conflict arises, it is handled in a way that encourages students to develop fresh viewpoints and aids them in doing so.

Learning a foreign language is a really challenging endeavor. People learn them for a variety of reasons. First, based on the curriculum, as English is a required subject. There are further justifications for learning English. It might be a chance to land a better job, a desire to read unpublished works, or a want to comprehend music lyrics. People may study a language for fun, or they may do it for a variety of other reasons. In his book Practice of English Teaching, Jeremy Harmer lists the following as the primary causes:

- The majority of language students are required to take language classes because it is part of the curriculum; learning a new language increases one's chances of career progression;
- there occurs a chance of advancement in professional life with new language;
- people live for some reason in a target language community where the knowledge of the language is necessary;
- *very often there is a specific reason for wanting to learn the language.* Examples of that could be e.g. the need to be able to communicate with foreign customers or business partners, the need to write reports or essays and to function in seminars or the need to be able to read articles and textbooks about special subjects in English;
- students are attracted to the culture of one of the English speaking countries and want to know more about its people, places or writings;
- there are many other possible reasons for learning a language like tourism, fun from the learning activity itself, and friends.²

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¹ Brookfield, S. (1992). Why Can't I Get This Right? Myths and Realities in Facilitating Adult Learning. *Adult-Learning*, 1992, 3 (6), 12-15.

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