

## Principles of adult learning theory and implications for learning and teaching

Umarova Malika Kiyamiddinovna

Teacher of Uzbek State World Languages University, Tashkent, Uzbekistan

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**Abstract.** *English is an international language used for communication in education, technology, commerce and politics, so it is studied as a foreign language in many countries around the world. The article is mainly devoted to the study of a new phenomenon - teaching English as a foreign language to adults using CLT. The purpose of this study was to find new ways to improve communicative competence.*

**Key words:** *adults, communicative competence, participants, language, androgogy, pedagogy, methods, learners.*

Adult EFL learners choose to improve their lives as particular individual and family and community members. Adult participants in EFL training give a quantity of motives for enrolling in classes: "to enhance standard English language competence; to tackle personal, family, or social needs; to meet work demands or pursue higher employment; or to further their education" (National Center for Education Statistics, 2000). Most person EFL students are immigrants who are gaining knowledge of English and getting to know about foreign countries` culture at the same time.

We use the time adult language learner to distinguish these learners from youthful language learners enrolled in important and secondary schools; these agencies possess very distinct characteristics from grownup language learners. These attributes, wonderful from these of youthful language learners, led to the introduction of the term *androgogy*, a word popularized to distinguish the discipline of person mastering from that of *pedagogy*.

The students in a adult class are commonly working people. Students with work may additionally possess education, training, and abilities that will gain them in their learning. Others may also be unemployed and they may additionally be in search of similarly training and training to prepare themselves for the job market. Students who have no work records may additionally need to think about job education as nicely as learning English. Alternatively, those who have not labored and don't plan to will most probable be bored stiff in work-related topics presented in a category putting .

The range of age, competencies, and mastering desires of the students can have an effect on the learners' participation and progress in class. The ages of EFL adult learns in a class may vary broadly from eighteen to sixty-five. This component can affect no longer only their interests, priorities, and gaining knowledge of desires but additionally the pace at which they learn.

Adults face many personal challenges. Often, when human beings move to a new place or region, they may additionally locate themselves unprepared to take care of simple day-to-day duties due to the fact of the language barrier. When easy duties unexpectedly grow to be tough or not possible because of the language or cultural boundaries they encounter, their self-confidence and shallowness may suffer (Robinson & Selman, 2000).

The following is a summary of the concepts of adult studying with implications for mastering and teaching:

- Adults tend to be independent and self-directed in their learning. By allowing adult learners the freedom to direct themselves in their very own learning, meaningful getting to know can occur. Instructors must actively interact person students in the mastering system by involving newcomers and learner enter in planning and selecting topics, language, and materials.

- Adults have reservoirs of qualifications and experience that can serve as a rich aid for learning. Instructors ought to acknowledge, draw, and construct upon the wealth of lifestyles experiences, knowledge, and language that participants convey to the classroom.

- Adults tend to be goal-oriented. Instructors commence with an assessment of learners' necessities and aims. Needs assessment assures inexperienced persons a voice in their training and maintains content relevant to their lives and goals. Also, teachers become conscious of the capabilities of learners which they bring to class and on which skills they should work more

As language learners, adults have multifaceted identities in their dynamic and changing lives. They can usually communicate confidently and effectively in their first language (L1) and may also code switch between numerous different languages. They can also be immigrants or worldwide students, professionals, workers, or refugees.

They can also have their own interpretations of their culture and belief structures as nicely as the potential to mirror and construct on their cross-cultural experiences. Some are fantastically literate in their L1, and others are illiterate. Some may also struggle, as many of us do, to move from beginners to successful customers of the extra language. Most additionally want to boost their personal identities as users of the language and comprehend that it is unrealistic to measure their growth in opposition to a native speaker model. V. Cook (2002) acknowledges language freshmen as having a couple of expertise due to the fact their languages create different interconnections in their minds in contrast to monolingual speakers.

Certainly, any conversation of adult learners has to point out the impact on the spot studying scenario and the future context. Norton and Toohey (2001) endorse that adults have more than one identity, wide-ranging potential, and a vision of future options, consisting of the opportunity of belonging to and participating in an imagined future community context. The dynamics of the gaining knowledge of context each interior and outdoor the classroom has enormous influence.

Teaching English to adult learners differs from teaching young learners. The reason is that adult learners have very clear goals about what they want to learn and how they are going to achieve that. They also have very limited time and do not accept spending it on playing around with the language for no particular purpose. Therefore, to teach English to adults successfully a teacher needs to follow methods and techniques that are fit for adults. Adult learners bring to the classroom a lot of issues that a teacher must address creating a successful learning environment. Teachers must be prepared to understand their needs and be flexible enough to alter lessons when they are proving to be ineffective in the classroom.

In conclusion, both in the community and in the classroom, adult language learners need an accepting, secure, and supportive environment that engages them. So the instructor needs to foster in students a willingness to cooperate and collaborate with each other. By listening actively, eliciting and asking questions, and sharing opinions, students research collectively and boost into a cohesive group.

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