



FUNDAMENTALS OF ADULT LEARNING THEORY AND THEIR IMPACT ON EDUCATION AND INSTRUCTION

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Abstract: *English is studied as a foreign language in many nations because it is an international language that is used for communication in education, technology, commerce, and politics. The majority of the article is devoted to the analysis of a recent development: utilizing CLT to teach adults English as a foreign language. This study's goal was to identify novel strategies for enhancing communication ability.*

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

Adult EFL learners make a conscious decision to better themselves as unique individuals, family, and community members. According to the National Center for Education Statistics (2000), adult EFL learners have a variety of reasons for enrolling in classes, including "to improve standard English language competence; to address personal, family, or social needs; to meet work demands or pursue higher employment; or to further their education." The majority of EFL students are immigrants who are simultaneously learning English and learning about the cultures of other nations.

We refer to these students as adult language learners to differentiate them from young language learners enrolled in primary and secondary schools, who have significantly different features from adult language learners.

The name "androgogy" was first used to distinguish the study of person mastery from pedagogy because of these characteristics, which were admirable in young language learners.

Adult education participants are frequently wage earners. Students who are employed may also have additional education, training, and skills that will benefit their learning. Others may also be looking for comparable training to help them be ready for the job market and may even be unemployed themselves. Students without a history of employment may also need to consider career education in addition to English study. Instead, people who have not worked and do not intend to work will likely be thoroughly bored by the things relating to work that are offered in a category putting. The students' variety of ages, abilities, and mastery goals may have an



impact on how actively they participate in class and how far they advance. A class of adult EFL learners may have students ranging in age from 18 to 65. This factor has the potential to impact not only their learning preferences, priorities, and areas of interest, but also how quickly they pick things up.

Adults deal with a lot of unique difficulties. The language barrier is another common reason why people find themselves unprepared to handle basic daily tasks when they move to a new location or region. When seemingly simple tasks become difficult or impossible due to linguistic or cultural barriers individuals confront, their self-confidence and shallowness may decrease.

The principles of adult learning with implications for learning and teaching are summarized as follows:

- Adult learners frequently exhibit independence and self-direction. Meaningful learning can take place when adult learners are given the flexibility to direct their own learning.

By including newcomers and learners in the design and selection of themes, language, and materials, instructors must actively engage students in the mastering method.

- Adults have a wealth of credentials and experience that can be a valuable learning tool.

Recognizing, utilizing, and building upon the diversity of life experiences, information, and language that students

bring to the classroom is the responsibility of the teacher.

- Adults frequently focus on their goals. The first step for instructors is to evaluate the needs and objectives of their students. Inexperienced people are guaranteed a voice in their training and information that is relevant to their lives and aspirations thanks to needs assessment. Also, teachers become conscious of the capabilities of learners which they bring to class and on which skills they should work more

Adults who are language learners have diverse identities in their dynamic, ever-changing lives.

They frequently possess the ability to code switch between a wide variety of languages and can communicate fluently and successfully in their primary language (L1). Additionally, they may be foreign-born students, professionals, laborers, or refugees.

Additionally, they have the capacity to reflect on and build upon their cross-cultural experiences, as well as their own interpretations of their own culture and belief systems. Some people are incredibly literate in their first language, while others are illiterate. Some people can also struggle, as do many of us, to advance from being novices to proficient users of the foreign language. Most understand that it is impractical to compare their progress to that of a native speaker model and also wish to strengthen their individual identities as language users. According to V. Cook (2002), language beginners have a variety



of skills because, in contrast to monolingual speakers, their languages build distinct interconnections in their thoughts.

Any discussion among adult learners must undoubtedly bring up the influence on the situation for on-the-spot learning and the future context. Adults, according to Norton and Toohey (2001), have several identities, a wide range of potential, and a vision for the future that includes the chance to participate in and be a part of an envisioned future community setting. The dynamics of the learning situation, both within and outside the classroom, have a significant impact.

Teaching English to adults is different from teaching English to children. The explanation for this is because adult learners have extremely specific learning objectives and a plan on

how to achieve them. Additionally, they are extremely time-constrained and do not consent to using it to experiment with language. 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.

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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