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CHALLENGES OF LEARNING FOREIGN LANGUAGES AMONG ADULTS

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ABSTRACT

The article explores the nuances of instructing a foreign language for middle-aged individuals, essentially adults. The essential pedagogical conditions for efficient learning of a foreign language for adult students were analyzed and identified, because successful language acquisition for middle-aged people can be aided by suitable pedagogical settings, which the teacher must provide. Scientifically, it has been proven that people who learn foreign languages in the middle age do not attain identical heights and results as teenagers or students below middle age. As a result, the majority of scientists claim that in a middle-aged person, the brain perceives information much more slowly, and memorizing and learning words or grammar of a new language cause many difficulties, but there are scientists who believe that this information is not valid for the truth, that everything depends on the person himself and his interest in learning

the language. The article also considers aspects of resolving this issue and explaining both of these statements.

KEY WORDS: *middle-aged people, adults, foreign languages, linguistic experience, pedagogical conditions, motivation, competency-based approach.*

INTRODUCTION

Currently, the globalization of society characterized by increased international interaction and collaboration across politics, economics, and culture, there is a growing need for adults to be fluent in foreign languages. This requirement stems from the necessity to actively participate as international members in various activities and communications, allowing for successful engagement and collaboration on a global scale. Nevertheless, the majority of individuals face difficulties when learning a new language. Adult learners' difficult understanding of the intricacies involved in acquiring a foreign language is critical in optimizing the learning trajectory, permitting the strategic deployment of methodological approaches for ultimate effectiveness.

METHODS

According to psychologists, logical memory improves with age, whereas short-term memory experiences deterioration. A beneficial factor is the interconnection and coordination of cognitive functions, which serve to compensate for specific disadvantages. For instance, more experience and enhanced logical thinking help to increase short-term memory capacitance. Linguistic competence can have both negative and positive effects on the efficacy of learning. Inadequate knowledge of the local language may impede comprehension and assimilation of grammatical and lexical concepts.

On the contrary, exceptional command of one's native language may prevent the acquisition of a foreign language. Knowledge of one's mother tongue credits the adult learner's ability to communicate nuanced concepts and rely on a variety of life

experiences, which is insufficient with the limits of a foreign language, resulting in numerous. Nonetheless, experiential data suggests that linguistic expertise in mastering one foreign language can aid in the effective acquisition of others.

Motivation is important in adult education because it propels individuals to action, mobilizes their internal energy, and guides their goals.

RESULTS

When working with adult learners, it is critical to carefully evaluate each student's personality, including their social role. Creating suitable and convenient situations to boost student involvement involves a commitment to developing natural and informal communication distinguished by responsiveness, active participation, and direct consideration for the companion. The communication tone should indicate real enthusiasm and trust.

Furthermore, when fostering emotional comfort within the teaching-learning dynamic, interpersonal interactions should take into consideration not only the language competency level, but also the age of group members. The evaluation of students' accomplishments, correction of errors, and recognition through rewards for both success and continuous effort are all essential components of the teaching process.

ANALYSIS AND RESULTS

Following A.V. Ballastov, there are various pedagogical criteria for effective teaching of a foreign language. According to the majority of scientists, the primary features of an adult learner are as follows:

1. An adult learner is a self-sufficient individual with life experience, including educational experience.
2. Each adult student has a unique motive for learning a foreign language, which is usually tied to his professional activities.
3. An adult student seeks to put theoretical knowledge into reality in everyday and professional life.

4. An adult student has relatively high expectations for educational quality and outcomes.

Taking everything previously mentioned into account, the key teaching principles for adults tailoring lessons to individuals, drawing on their experiences, encouraging collaborative activities, focusing on practical aspects, emphasizing the teacher's role in organizing lessons, providing control, and ensuring the provision of high-quality knowledge.

The majority of psychologists frequently highlight eight important elements in adult education:

1. Adult learners should be motivated to learn. Their education will be successful only if they have a great desire to learn new skills and abilities. Motivation cannot be forced, but it can be stimulated from outside.

2. Adults will only study what they believe is important and necessary for them to put into practice.

3. Adult education takes place in the workplace. New knowledge will last with them longer than "passive" learning if they have the resources to apply it, combine it, and practice it frequently.

4. When instructing adults, real-world issues from everyday life must be used, and precise solutions must be sought.

5. Adult learners are significantly impacted by their prior life experiences. Experience in the past has a direct bearing on how a pupil interprets new information.

6. Because many adults have negative experiences of school, they want an informal setting.

7. It is crucial to keep in mind the application of various teaching techniques when instructing an adult group of students. Learning will be more effective if new knowledge is perceived by separate senses, such as sight and hearing. Visual tools such as films and audio recordings help students assimilate information more easily. Additionally, discussion-based teaching approach makes it easier for students to retain, apply, and pay attention to the material they have learnt.

8. Adult learners should be guided, rather than "evaluated". Since many of them are self-critical and fear public disapproval, competition may have a detrimental effect on them.

DISCUSSIONS

A fundamental component of adults' successful acquisition of a second language is meaningful interpersonal involvement. The consideration of psychological nuances within such interactions enhances the learning process, fostering optimal outcomes for adult learners.

From my perspective, the success of adult language learning depends on the teacher-student relationship being maintained and ongoing throughout the entire educational process—from the first planning stages to the attainment of desired outcomes.

G.A. Kitaygorodskaya emphasizes the importance of creature situational changes that force students to activate their creative capacities, focus on their attention, and strengthen memory through emotional experiences. Particularly for adult learners, the prompt application of new knowledge, skills, and abilities holds significant value. To contribute this, I regularly use role-playing games and classroom simulations of real-world scenarios.

CONCLUSION

Furthermore, as previously highlighted, adults generally possess greater motivation for learning compared to children and adolescents. Consequently, the teacher must actively support and guide this motivation to achieve the intended outcomes. To increase the memorization of new words, I make use of visual images and associations in my teaching approach.

Furthermore, a more successful approach involves students evaluating their own results first, followed by a conversation with the teacher, as opposed to the teacher evaluating the students' knowledge alone.

This strategy culminates in a "competence-oriented" viewpoint that emphasizes the growth of opinions, education of interpersonal interactions and ambitions, and the

cultivation and progression of varied competencies - all of which align with the expectations of adult learners.

Drawing from my own experience, I can consider that I faced the issues listed above, especially the new language barrier, because my ideas, statements and thoughts were only in my mother tongue, Russian, which caused a problem in learning the new foreign language, namely English.

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