

Essential Features of Effective Teaching in Learning A Foreign Language For Adults

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Abstract

This article discusses the features of teaching a foreign language to adult learners. The necessary pedagogical conditions for the productive study of a foreign language are identified language by adults, aspects of solving this issue are determined.

Keywords: foreign language, adult learners, linguistic experience, motivation, pedagogical conditions.

Introduction

Many adults feel the need to learn a foreign language in order to participate in worldwide activities and communications in our time of social globalization, increased international interactions, and cooperation with other nations in the fields of politics, economics, and culture. Despite this, a lot of individuals struggle to master a second language. Understanding and taking into account some aspects of teaching a foreign language to adult learners will help to accelerate the learning process and make the best use of methodological strategies.

Psychologists claim that while short-term memory declines with aging, logical reasoning improves. The connectivity and coordination of functions is a positive aspect that makes up for individual flaws [1]. For instance, considerable experience and strong logical reasoning aid in the replenishment of short-term memory. The impact of linguistic experience on learning effectiveness might be beneficial or detrimental. Grammatical and lexical structures might be challenging to comprehend and assimilate for speakers who are not fluent in the mother tongue. A extremely high level of native language proficiency, however, can hinder the acquisition of a foreign language, as an adult student's drive to convey his own ideas and wealth of life experience conflicts with the potential of a foreign language and results in countless mistakes. Despite this, practice shows that having knowledge of one foreign language's linguistic structure aids in learning other languages.

Moreover, motivation is crucial to adult learning since it spurs an individual to action, mobilizes his inner vigor, and guides his deeds and activities.

When engaging an adult audience, pay close attention to each student's individuality while also considering his or her social position. It is important to strive for natural and informal communication, which is characterized by responsiveness, engagement, and direct attention to the interlocutor, in order to provide acceptable comfortable settings for boosting the speech activity of pupils. The voice should be one of trust and curiosity.



In addition, one should consider the ages of group members in addition to the language competence level in order to provide emotional comfort for kids in interpersonal connections. It's important to assess student performance, rectify errors, and recognize achievement.

Following A.V. Ballastov [2], a number of pedagogical requirements can be identified for successful adult language learning. According to several scientists, an adult learner differs primarily from a child in the following ways:

1. An adult student is an independent and self-governing person who has life experience, including educational experience.
2. Each adult student has a specific motivation to learn a foreign language, which is most often associated with his professional activities.
3. The adult learner tries to immediately put theoretical knowledge into practice in everyday and professional life.
4. An adult student has rather high requirements for the quality of education and its results.

Based on everything mentioned above, the key pedagogical concepts for instructing a group of adult learners are: individualization, reliance on experience, the principle of joint activity, the practical orientation of training, the role of a teacher in organizing training, offering guidance and the necessary high-quality knowledge.

Many psychologists identify eight important features in adult education.

1. Adult students need to be inspired to learn. Only if they have a strong desire to gain new skills and abilities will their learning be successful. Although it cannot be forced, motivation can be sparked from the outside.
2. An adult learner will focus their studies only on topics they deem crucial and essential for real-world application.
3. Mature students learn best by doing. New knowledge will be maintained longer than with "passive" learning if they have the chance to put it into practice, integrate it, and repeat it frequently.
4. Realistic problems from everyday life must be used while instructing adults, and a definite answer must be sought.
5. The adult learner is greatly influenced by their prior life experience. The student's prior life experiences have a direct impact on how they view new information.
6. Since many adults have had negative school-related experiences, adult learners need a relaxed environment memories.
7. You should keep in mind that distinct teaching techniques should be used while instructing a group of adults. Several senses, including as sight and hearing, should be engaged in order to effectively learn new information. A greater assimilation of knowledge is facilitated through audio recordings, visual aids, and movies. Also, the discussion-based approach to teaching aids in strengthening the student's retention of the material and its application.
8. Rather than being "evaluated," adult learners should be guided. Due to their propensity for self-doubt and lack of confidence, competition might have a detrimental impact on them [3].



One of the most crucial elements for effective and successful adult language learning is interpersonal connection. The best adult education is produced when the psychological aspects of interpersonal interaction are taken into consideration.

I think that constant interaction between the student and the teacher is essential for successfully teaching adults a second language from preparation to results, and the teacher at every level of the educational process.

Creating "those situational ups and downs, in which the student himself is obliged to activate his creative faculties, mobilize his attention, and whip up his memory under the impact of the emotional experience of events" is necessary, according to G.A. Kitaigorodskaya [4].

It's crucial for adult learners to employ new knowledge, talents, and skills right away, thus I frequently incorporate role-playing games and simulate real-world scenarios in my lessons. Also, as was already noted, adults are more motivated to learn than kids and teenagers are, therefore the teacher needs to encourage and control this motivation in order to get the desired outcome. I make use of associations and visual imagery to help me remember new words more effectively.

Also, the most efficient method of gauging pupils' understanding is to have them evaluate their own performance before discussing it with the teacher. We are therefore discussing a "competence-based" approach, which denotes the construction and development of various competences that result in the development of opinions, attitudes, and aspirations. These objectives are all consistent with what adults expect .

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