

INNOVATIVE METHODS OF TEACHING TO ADULT LEARNERS

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Abstract: The article is devoted to the description of innovative methods for teaching adults. Innovative teaching methods and technologies are gaining traction today, as are new opportunities associated with the establishment of interpersonal interaction. The author focuses on method selection, which should vary depending on the purpose, age group, and stage of mental development.

Key words: teaching adults, innovative methods, teaching process, direct instruction, electronic self-directed education, pedagogic studio work, interdisciplinary projecting.

1. Introduction

Teaching approaches and principles abound in modern methodology. Each has advantages and weaknesses, virtues and flaws, but none is flawless. As a result, it is critical to determine the precise manner of instruction in each circumstance. We agree with Chen Jiamy that the optimal strategy is one that produces a specific result in a specific setting. Methods should be chosen with diverse aims, age groups, and stages of mental development in mind (Chen Jiamu, 1997).

Today, the transitions that are taking place in our country have increased people's desire to learn foreign languages. Most of them are looking forward to reaching this degree of language knowledge when he or she has certain fundamental skills in a foreign language and possesses all of the attributes required for self-perfection of knowledge in it. Some need foreign languages to communicate in everyday life, while others need them to be effective in their professions and related fields. As a result, the outcomes of their foreign language acquisition will be factually learned knowledge and competencies, personal development, self-reliance and creative search, and the ability to continue learning the language at a higher level. To accomplish this purpose, the educational process must be organized in such a way that it aids in the efficient realization of people's goals in learning foreign languages.

2. Literature review

Adult learners require innovative methods that are tailored to their specific needs and goals. This review of the literature looks at the work of scholars in the field, with a focus on innovative techniques used in adult English language teaching.

Task-based learning.

The completion of real-life tasks is emphasized in task-based learning as a means of improving language acquisition. According to Ellis (2003), this approach encourages active engagement, authentic language use, and the development of communication skills.

Content and Language Integrated Learning (CLIL):

CLIL integrates language learning with subject matter. According to Marsh (2002), integrating language instruction with specific topics or disciplines promotes language development while also broadening learners' knowledge in other academic areas.

Technology-Enhanced Language Learning:

Adult language instruction can benefit from the use of technology, such as computer-assisted language learning (CALL) or online platforms. Warschauer (2004) emphasizes the advantages of technology in terms of providing authentic language input, interactive exercises, and opportunities for self-directed learning.

Flipped Classroom Approach:

The flipped classroom model involves students interacting with instructional content outside of class while class time is dedicated to discussion, collaboration, and hands-on activities. According to Bergmann and Sams (2012), this approach encourages active learning, personalized instruction, and student-centeredness.

Project-Based Learning:

Project-based learning entails students working on collaborative projects that necessitate the use of language skills and knowledge. According to Thomas (2000), this method promotes critical thinking, problem-solving skills, and creativity while also developing language proficiency.

3. Methodology

When it comes to teaching adults, we must admit that it may be a really gratifying and enriching experience. When it comes to teaching English to adults, the best approaches should be versatile and focused on the qualities of adults. In other words, adults' own modes of thinking, memory capacity, imitation ability, strengths and shortcomings, and, most importantly, how to make the best of them are the starting points for decisions concerning teaching methods (Chen Jiamu, 1997).

We now believe that using creative ways and technologies to teach English to adults is essential. Based on domestic and worldwide trends, best practices, and traditions, innovative approaches and technologies form an innovative trend in education.

Most dictionaries define "innovation" as "an introduced innovation that provides qualitative growth of processes or products' efficiency required by the market." Human intellectual effort, imagination, creative processes, discoveries, innovations, and rationalization all contribute to innovation.

In the field of education, innovation is defined as the result of introduced innovation, which manifests itself as new content, methods, forms of educational process organization, or advanced technical training tools used in practice, or a new approach to social services in the field of education (Zainiev, 2012).

Innovative teaching methods and technologies are gaining increasing recognition and new opportunities associated with the establishment of interpersonal interaction through external dialogue in the process of assimilation of educational material, as well as contribute to the implementation of the principle of continuity of knowledge transfer, formation of competencies, personal qualities, and meta-professional ones.

Direct instruction method. Jochen Grella and Jürgen Wichmann, two German researchers and educators, proposed this strategy.

The method's essence is to achieve a better informed perception of educational information to learn, as well as an active orientation of the objective. This strategy helps learners perceive the subject more effectively. In the classroom, the teacher is assigned a central role in managing the overall development of events.

The method's beginning point is the examination of direct instruction teaching success, regardless of study discipline or teacher individuality. According to A. Hemlke, "no other sign is so unequivocally and consistently associated with the level of labor productivity and educational progress of groups of learners as class or group instruction" (Mendygaliyeva, 2009).

It is crucial to highlight that this strategy allows for more efficient use of training time, with less time spent on informing students, learning the subject, and discussing the proposed activities. The teacher directs the training, attempting to involve all students in the cooperative process.

Direct instruction is appropriate during role-playing games, practical activities, group dynamic seminars, and laboratory work.

T.M. Balykhina is credited with inventing the electronic self-directed approach.

Depending on the aim, objective, and technique of e-learning, a number of tools and technologies can be employed as self-study; regulated learning; training, instructor-directed; embedded training, and remote learning.

The introduction of the electronic self-directed method of learning is intended to transfer knowledge to highly autonomous learners (those who want to acquire education on their own terms).

Another sort of electronic self-directed method is built-in (embedded) courses, which provide on-demand training: such courses are typically embedded in computer programs, help files, webpages, or web applications, making the learning process ongoing. Embedded e-learning programs can be found on the internet or on the computer of the learner.

The nature of dialogue organization, which usually occurs between the parties of the educational process and can be synchronous or asynchronous, frequently influences the means of e-learning tools.

Synchronous interactions happen in real time, which means that all participants are in the network at the same moment. Sharing conversations, applications, whiteboards, audio and video conferencing are all media components of synchronous engagement.

Asynchronous interactions do not necessitate the simultaneous presence of all network participants. Email and online discussion forums are examples of asynchronous media components.

An online discussion forum is a type of message board, a new way to exchange ideas; a white board is a tool that allows you to share graphic images and a collaboration tool that simulates the instructor's activity when he paints academic information on the board, involving learners in the process;

When using the pedagogic studio work technique in the educational process, the major goal of a lesson is for students to receive extra themes unfixed in educational programs with the support of a teacher under the compulsory expressed initiative of the student in gaining new knowledge (Wiechmann, 2006). While describing the didactic meaning of the method pedagogic studio work, German researcher Valdemar Pallasch emphasizes that it "allows radically to reconstruct educational process by means of space design of a work situation" and emphasizes "the role of a teacher as a guide and assistant in solving working processes" (Fig. 2).

Preparatory activities. The fundamental criterion for successful pedagogic studio work is the identification of a theme that can become a real problem for a study group challenge for constructive decision.

The work of a pedagogic studio is one such model, the success of which is often dependent on actions in scenarios under the teacher's supervision. Simultaneously, special attention should be made to rigorous conformity with methodological stages during the learners' work according to a calendar plan.

Participation is a fundamental principle. All process participants have the capacity to affect the process's direction and outcome at any time.

– The principle that defines the structure. The working process is focused to a didactic task that requires the fulfillment of specified study psychological conditions.

-The fundamental principle. All conceivable sorts of study lessons are included in the working process. It actively accustoms a specific member of the studio, as well as all of its members, the entire group, to making the best use of their creative potential throughout work completion.

– The balance principle applies to both the process and the outcome. The term "result" refers not only to the observed or producible results of study labor at the end

of the working process, but also to the overall effectiveness of the educational process, which is dependent on the achievements of each participant (the obtained knowledge) and the entire group (community).

The interdisciplinary projecting approach introduced by S.E. Kaplina (2013) is another method employed at the advanced levels of adult education. During training using the aforementioned method, learners gain new knowledge, talents, and skills, as well as grasp the complex of professional and specific capabilities. Active creative labor is a potent stimulant for the emergence of new ideas, a basis for the main types of thinking development, and a push to engage in independent professional activity.

It is critical to recognize that modern learners' interest in participating in projects can be achieved through a substantial stimulation system. That is why it is necessary to anticipate the forms of moral and monetary stimulation of project participants. This could include both conditional and actual awards, grants, gifts, and other perks for the best project.

Conclusion

So, there are numerous innovative methods of teaching adults that, when combined with traditional methods, assist us in instructing adults while learning foreign languages and organizing classwork. To summarize, the primary concern is determining how to achieve the best or a relatively better result in a given context. Adoption of teaching methods is influenced by factors such as goals, age groups, and stages of mental development. In our opinion, the methods of direct instruction and electronic self-directed education are best suited for adult beginners, whereas the methods of pedagogic studio work and interdisciplinary projecting are best suited for intermediate and advanced students. Guided composition should be practiced by combining two, three, or even four skills.

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