THE USE OF COMMUNICATIVE LANGUAGE TEACHING IN TEACHING ADULT LEARNERS

Umarova Malika Kiyamiddinovna
Uzbek State World Languages University, Tashkent, Uzbekistan

Abstract: Taking into account life, work, and age factors of adult learners CLT proved itself as the best method to master the English language by adults. Aim and tasks of the article is to define an adult learner, pointing out his/her characteristics, needs, experiences and expectations and prove that Communicative Language Teaching is the best method for developing adult learners` foreign language comprehension. The structure of the article consists of three main parts: introduction, methodology, and conclusion.

Key language: adult learners, young learners, scientists, methods, conception, competency, communication, structure, practice, techniques.

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. 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.[1] It is always necessary to be aware that adult students are not actually that unique from youthful ones. They have more life experience and will be more critical; however they are still beginners when it comes to English. However, those who teach adults must be aware of the differences between the teaching – learning patterns specific to adults, however, and those that generally function with children, on the other. The article will discuss the cognitive, attitudinal, behavioural and methodological characteristics presented by the adult learners of English in today's world, taking into account both theoretical and practical data. 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 problems; to meet work demands or pursue higher employment; or to further their education." [2]

The students in an 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. Alternatively, those who have not worked and don't plan to will most probable be bored in work-related topics.[3]

Although many adult EFL students frequently share comparable characteristics, each one is a unique individual, and as a result, they may be very special from each other. Differences among learners encompass variants in native language, socio-economic status, age, instructional

[1] Robinson, J., & Selman, M, "Partnerships in learning: Teaching ESL to adults," Toronto, Pippin Publishing Corporation, 2000:P-86-159

[2] National Center for ESL Literacy Education, "Adult English language instruction in the 21t century,"Washington, DC: Center for Applied Linguistics, 2003: P-121-179

[3] Robinson, J., & Selman, M, "Partnerships in learning: Teaching ESL to adults," Toronto, Pippin Publishing Corporation, 2000:P-86-159

background, work histories, degree of literacy, cultural practices, ethnicity, goals, immigration status, size of time, and personal experiences and characteristics.[4]

Learner populations served in adult EFL instructions are diverse. No category is a simple homogeneous crew in any sense. It is now not distinct to find refugees, immigrants, farmers, the elderly, single women, married guys with established families, people mastering to read for the first time, and university-bound students all in the same grownup EFL school room[5].

Teaching adult learners can be very rewarding, however very difficult as well. EFL teachers must not forget that they are dealing with people who have their own lives outside school, some with very busy schedules. But adult beginners are additionally better equipped for dialogue and exchange. They come to classification with a set of equipment and data that can be of remarkable use. Moreover, teachers need to supply them with reasons why each aspect of what they train is important.

Teaching adults is now not like teaching children. Traditionally, teens are seen as empty vessels into which teachers can pour knowledge. Parents and instructors try to manage the statistics that goes into the school room to determine the satisfactory of mastering that comes out. Trainers cannot control adults this way.

Conclusion. Teaching adult learners can be very rewarding, however very difficult as well. EFL teachers must not forget that they are dealing with people who have their own lives outside school, some with very busy schedules. But adult beginners are additionally better equipped for dialogue and exchange. They come to classification with a set of equipment and data that can be of remarkable use.

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