

ANDRAGOGY – THE THEORY AND PRACTICE OF EDUCATION OF ADULTS Djumayeva S.A.¹, Guzarova D.A.²

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Abstract: *this article deals with one of the important approaches and methods of teaching, clearly the andragogy approach of today's methodology. Namely, this work is devoted to the analysis of teaching foreign languages for adults. This scientific research is devoted to give useful literature reviews in order to develop students' awareness in grammar rules when using it. The urgency of the article is the necessity of developing teaching foreign languages as a second language capacity of students. It will help learners to have a high awareness in using grammar and giving their opinions in realia. The theoretical value of the paper shows the fact, that it is necessary to use the andragogy teaching with the help of both productive and perceptive skills.*

Keywords: *teaching foreign language, andragogy, adults, andragogical assumptions.*

The adults who were learning English as a foreign language tended to be more andragogically oriented in their learning. However, the wide range of scores also indicates a tendency towards pedagogical orientations. Therefore, it would be wrong to assume that the learners would only go for the andragogical and/or pedagogical items. When the number of the learners found to be andragogically oriented is considered, the purpose and the needs of the learners on a course should be taken into account. Therefore, before starting certain courses, educators need to find out the needs, interests, and purposes of their target groups. For example, if the learners of English wanted to learn the language to use it in social groups, the educational program should help them to develop their communicational skills. Educators should not assume that all their adult learners will be andragogically oriented. In organizing the educational settings and the materials, pedagogical factors need to be taken into consideration. It is also important to be aware of those who could be totally andragogical or pedagogical in a group. Only in this way can educators provide educationally appropriate opportunities for all individual learners, enabling them to reach more learners. Learners who are pedagogically oriented should be approached in pedagogical ways first. Then, step-by-step they could be helped to have and appreciate the andragogical experiences. The art and science of adult learning with two primary definitions: the science of understanding (theory) and supporting (practice) life-long education of adults; a specific practice based on a humanistic belief in the self-directed nature of autonomous learners and instructors as facilitators or guides of that learning. Knowles says that the term pedagogy derived from the Greek stem paid- (meaning "child") and agogos (meaning "leading") [1, c. 15]. Furthermore, objectives need to be relevant and useful for learners-learn about learners' cultures, professional backgrounds, interests, etc. inspire exploration through a blended learning environment build a community among the group through social media to facilitate discussions and team / rapport building integrate challenging or competitive games are funny and tell because learning for adults is hard, so make it feel more like an entertaining dialogue between friends. Individual interests and career goals but create lessons that can transfer individual interests into group learning opportunities stimulate learners through thought provoking quotes, proverbs, idioms, discussion questions, daily news headings, and important cultural or political events learn through mistakes – encourage your learners to do rather than watch or see, and use these opportunities to provide constructive facilitator and / or peer feedback make it visual, make it tactile, make it interactive – move learners around, change groups, ask them to show videos or articles of interest, send them links to visual material of value, etc. get emotional and show your passion to inspire a commitment and dedication to learning use real-life workplace tasks to create lessons from be sensitive to the perspectives, beliefs, and needs of your diverse classroom give and ask for feedback outline the benefits of taking the course in the beginning by creating a list of relevant objectives that will be met on a daily, weekly, monthly, etc. basis. Although children have shorter lives upon which to draw, they, too, learn from one another's life experiences, multiple perspectives, respective knowledge – what they bring to their reading is as important as what they take from their reading.

References

1. Knowles Malcolm, 1991. In Adult Education: Evaluation and Achievements in a Developing Field of Study. John M. Peters, ed. San Francisco: Jossey-Bass.