

**Language Learning Differences Between Adults and Young Learners****Sevara Irgasheva**

Teacher, Uzbek State World Languages University

**Annotation:** The article investigates the difference between adults and young learners and the reasons that encourage adults and young students to learn a foreign language. Methodological techniques, approaches and features of teaching foreign language for adults differ from young learners. Moreover, the author gives his suggestions for overcoming problems and prospects during studying foreign language and training by adults and young learners.

**Keywords:** adults and young learners needs of students, intrinsic motivation, life experience, life situations, independence, negative stereotypes, methods and forms of teaching a foreign language.

World globalization and integration have caused rapid growth of international contacts in all spheres of our life. There was a variety of international communication: international conferences, research fellowships, joint ventures, tourist trips, exhibitions, sports events, international trade relations. The desire for competitiveness in the labor market motivates adults and young learners to learn foreign language, several inclusions in various educational programs. That is why in modern conditions there is a tendency to increase the number of adults and young learners who wishing to learn a foreign language. Knowledge of a foreign language allows a person not only to freely navigating in modern society, but also expanding their horizons, moving up the career ladder, getting acquainted with interesting and necessary people to access a variety of sources of information.

Of course, everyone who wants to learn foreign languages has his own motivation, but in general it is possible to identify the main areas of needs of students and learners:

1. Work. For some specialties, knowledge of a foreign language is necessary. Now more international companies are entering international level, cooperate with foreign companies [7].
2. Travel. Even basic knowledge of a foreign language will allow feel more comfortable abroad [1,5].
3. Emigration. If people plan to leave soon to another country for permanent residence, it is desirable to know a foreign language of this countries at a sufficiently high level [8].
4. The 21st century is the century of globalization and expansion of information boundaries. Now the main international language is English. And more people every year try to master it [1].
5. Training. Many leading universities are introducing a foreign language as an entrance exam for various specialties. It means that knowledge of a foreign language will help to enter a prestigious university [6]. Besides that, currently, it is popular to study abroad. Everyone knows that one of the keys to the success of a future career can be education in foreign colleges and universities [4].
6. Other interests. Many people enjoy watching movies without dubbing, children are often addicted to anime. But it's always nicer to hear the real the voice of your favorite actors, their intonation and timbre. Therefore many people begin to learn the language in order to watch films "in the original". The same in the situation with music; using public transport, often you

can see a lot of teenagers listening to their favorite songs in a foreign language and sing along with them [10].

Moreover, learning foreign languages gives a lot of bonuses: "Personal" bonuses - development of analytical thinking, improvement memory, mathematical abilities, increased creativity [6]. Methodological techniques and features of teaching adults a foreign language language differ from those that are commonly used and taken into account when working with kids. Adult learners feel the need for justification (meaning) of their mastery of a foreign language. Adults must want learn by yourself. Their study will be effective only when they have strong intrinsic motivation. They will spare no time and effort to understand why they need it and whether it is worth spending time and effort on training. A wish learning can be awakened, but it is impossible to impose it [14]. Adults are able to set specific goals for themselves language acquisition. They will study only what is directly useful to them in life situations and their professional activities. When learning a foreign language, they can organize their own independent work, and a greater degree of independence contributes to more conscious language acquisition [1,3]. Before proceeding to the methodological design of practical classes, the main thing to pay attention to is the identification of goals foreign language learning in adults. Goals can be different: learning in higher education institutions, work abroad, business correspondence, participation in international conferences, participation in negotiations, tourism, etc. [8].

Different goals in adults in the same group prevent speech about the homogeneity of the group, this presents a certain problem when planning the educational process. Therefore, depending on the goals need to divide students into two groups: with an emphasis on reading and writing and with an emphasis on speaking and listening. In the first group, the main learning tasks will be extracting information from the read text and a written statement on the questions asked. The main tasks of the second group will be the understanding of sounding speech and the establishment of speech interaction of communicants. If in the first group the main types of speech activity are reading and writing, and in the second - speaking and listening, this does not mean that the adults of the first group do not will learn speaking and listening, and students of the second group will read texts and complete written assignments. It must be taken into account that adults have a vital experience and formed point of view on many questions and problems.

Their experience should be used as a basis for presenting the material as training bases. If new knowledge is not consistent with what is already known, an adult student is subconsciously tuned to ensure. It is useful to organize discussions where everyone expresses his opinion, use active learning methods that stimulate creative work [8]. The style of behavior of the teacher when communicating with students and the degree of autonomy when working with adults should be different from teaching children. An overly dominant teacher style can lead to the fact that adults will feel that nothing depends on them, while as an appeal to the life experience and knowledge of adults, attracting them to the organization of the educational process will increase self-esteem [1,2].

At the initial stage of language acquisition in adults, there is a high level of motivation, however, when faced with any difficulties motivation may fade. Adults come to class after work or study, they are tired, and working on the language requires a constant active brain activities [1]. It is very important to remove difficulties, to talk with students, encourage them, give recommendations for more rational organization of their time and ways of mastering the language. It is important to set up students to solve practice-oriented communicative tasks that directly reflect the life problems and ways to solve them that meet the goals and needs adults, which will facilitate individual as well as group motivation [3].

If child is already 7 years old, it is time to learn English, also, it is necessary only occasionally seek the help of a tutor or English teacher at an early age, enrolling child in full English courses from the age of seven. Many early development centers offer this service, before enrolling child in English language courses for children, it is important to take a test class, find out if child can adapt to an unfamiliar environment, and how the lessons are conducted. Sometimes even an offer to color a picture can be taken by the child as a task rather than as a fun game. This means a loss of interest, especially in the lesson and the language learning process in general. When should a child be taken to English courses? It depends on the nature of the courses. There are schools that offer fun classes, master classes, master classes and theater studios in English. In such a school, even from the age of 3, the child reads with great pleasure. In the modern world, knowing English has long moved into the category of mandatory skills. If a few years ago it was customary to start learning English in primary school, now parents are trying to introduce the child to a foreign language as early as possible. Studios and groups for toddlers, lessons with tutors at home, books and cartoons in English, educational programs.

Primary school students in rural areas typically grow up in an environment far from the English-speaking environment, and children's thinking remains abstract, with children's process of acquiring new knowledge always based on emotion. Therefore, English language teachers make full use of the objects around them, cards and other teaching aids through easy methodologies in teaching kindergarten age children. When teaching words like *banana and apple*, teachers can also teach new words that suddenly express color by pointing to fruits such as bananas and apples. Children are taught to use a foreign language in the classroom to organize learning activities.

The teachers' methodologies play an important role in the use of materials in teaching. For example, when teaching relevant words, teacher first show the object to the child and encourage them to speak, students pronounce the words and repeat the new word again using the pictures on the cards to reinforce the word they are pronouncing. When teaching words, teachers will be able to determine the content of the text and the educator will be able to draw the students' attention by drawing the picture on the board by pronouncing the words with them to get their attention. Therefore, in China today, educators are required to have the skills to draw. This not only reduces the difficulty of teaching, but also helps students gradually consolidate the knowledge they have learned. A perfect approach to each lesson is needed that students can feel their progress in learning English. This is the only way to motivate children to learn. Nowadays, the curriculum in kindergartens has been intensified accordingly, as Chinese kindergarten-age children have a much better chance of acquiring new knowledge.

Creating a flexible classroom atmosphere is sometimes more important than any teaching method. At the beginning of the class, all the children, lead by the teacher, sang together in a pleasant English song and danced a little to its tune. This will strengthen their bodies, help them to be more alert and memorize the words of the song faster. The English environment, importantly, allows for natural access to a good learning atmosphere. Children's self-control is weak and they find it difficult to concentrate and concentrate throughout the lesson. Therefore, the teacher should provide songs, poems, or quick recitations to reinforce the language that the children love to listen to, or an animated cartoon that the children love to listen to.

*Cartoons.* Although children do not understand the words in the cartoon while learning a foreign language, they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn a language.

*Gestures, through facial expressions:* When a teacher uses gestures when saying or commanding a child, such as come here, open a book, stand up, look at the board, etc., the child will understand the words. Sign language is one of the most important teaching methods in English. The kindergarten children can easily find the Chinese name of something in English. Almost all educators know that animal gestures are the easiest method in the process of preparation. The monkey-shows its image in a slightly bent position for children with an imitative nature, this can be very interesting, forcing them to say the name of the animal immediately which helps remember new words. It is not easy to find a way to the heart of a child with such a character. The educator must have a kind eye and a gentle smile, which instills in children a love for a special educator. Gestures help children to move independently and have fun learning a foreign language. We create an interesting atmosphere for learning a foreign language.

It is necessary to increase the child's interest in English from an early age, to force him to speak, even if it is a mistake, so that the child can overcome the obstacles in front of him and speak without fear. If we turn a foreign language lesson into a form of play rather than a lesson, it will increase the interest of young children. At the same time, their level of activity is growing. There are many types of games, for example, an educator can play a "what's in the bag" game with children. He puts the small items in the room in a bag and allows the children to pick them up one by one, and the children say the names of these items in English. At the same time, children become more interested in foreign languages. Competition among children is very important, because children need to develop a sense of competition from an early age.

In addition, all exercises must meet the requirements: be accessible and feasible, using different types of memory, thinking and perception, be motivated and purposeful, contain real life examples and situations. Thus, a teacher who works with adults, it is need to know what worries students, what is the reason for their uncertainty and try to eliminate it [6]. After analyzing the characteristics of the adult audience in the study a foreign language, learner can give teachers the following recommendations:

1. In addition to linguistic testing, it is necessary to conduct psychological in order to identify the optimal forms and methods of teaching foreign languages [9].
2. Involve adults in the selection of learning content, relevant to the goals of the learners: to be aimed at such learning, where preference is given to oral communication or reading professionally oriented texts [2].
3. In the learning process, equip students with the skills and abilities to provide the possibility of self-education in a foreign language after graduation [9].

It is important to consider the following features of adult learning, which will help to better achieve the intended result:

- the practice-oriented nature of the training content;
- application individual, group and collective forms of education;
- usage of game and problem teaching methods;
- control relationship and self-control of the results of the educational process [3].

Thus, in the process of teaching an adult and young learners with foreign language certain didactic conditions must be used: individual difficulties, adult educational experience, practice-oriented nature and content of training that meets the goals and the needs of adults, the use of individual group, collective forms of educational activity, game, problem methods learning. In adults, when

learning a foreign language, there are many difficulties: inability to communicate fluently in a foreign language, difficulty in learning speech by ear, difficulty in mastering grammar, incorrect foreign pronunciation, the emergence of a language barrier, lack of time for training, etc. To solve these problems, it is necessary to use techniques that could be consistent with physiological characteristics of adults, as well as respond to their rhythm of life. Learning a foreign language is a complex process in knowledge [1,7]. The teacher who works with adults, it is necessary to create such an atmosphere in the classroom comfort and goodwill, in which adults could reveal all their strengths [4,8]

## REFERENCE

1. Babenko Yu.A., Stolyarova A.K., Ryabova E.S. Learning foreign languages: problems and delusions [Electronic resource] / Nat. research/ Volume. polytechnic un-t. - Tomsk, 2015. – URL <https://www.researchgate.net/publication/273058923> (accessed: 05/09/2020).
2. Bazarova G. Features of adult education [Electronic resource]. - URL: <https://www.sworld.com.ua/konfer45/171.pdf>. Manager (data accessed: 05/10/2020).
3. Barvenko O.G. Psychological barriers in teaching a foreign language adults [Electronic resource]. - Rostov n / a, 2004. - URL: <http://www.dslib.net/psixologia-vozrasta/psihologicheskie-barery-v-obucheniinostrannomu-jazyku-vzroslyh.html> (Accessed 05/09/2020)
4. Feng Wang, Applying Technology to Inquiry-Based Learning in Early Childhood Education.
5. Galskova K.D. Modern methods of teaching foreign languages [Electronic resource]: a guide for teachers. – Ed. 3rd. – M.: Arkti, 2004. - URL: <http://mirznanii.com/files/10/180844.pdf> (accessed: 05/03/2020).David A. J, Eggen, P Kauchak. Methods for Teaching: Promoting student learning [M] 2002.
6. Kitaigorodskaya G.A. Optimal organization of the educational process with intensive teaching of foreign languages for adults and young learners// Higher school. - 1988. - No. 18. P. 175.
7. Kolesnikova I.A. Fundamentals of andragogy // Academy. - 2007. - No. 15. P. 68.
8. Krivonosova E.V. Features of teaching adults a foreign language and young learners// History of Philosophy. - 2013. - No. 15 - P. 181–191.
9. Panina T.S., Vavilova L.N. Modern Ways to Activate Learning// Academy. - 2008. - No. 18 - P. 176.
10. Popkova E.M. Content components of success in learning adults AND YOUNG LEARNERS to a foreign language // Pedagogical sciences. - 2009. - No. 6. P. 66–69.