

## IMPORTANCE OF ANDRAGOGIC APPROACH IN LANGUAGE EDUCATION

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### ANNOTATION

At the moment, an employee who is in accordance with the requirements of the Times should have a culture of communication, as well as knowledge of foreign languages, in addition to excellent knowledge of his profession. For this reason, there is a need to learn a foreign language in the adult layer. The article provides views on the importance of the andragogic approach to language education.

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A modern, competitive employee is supported by education in the realization of promising plans during his work career. We can say that the key to success is to work tirelessly on oneself, gaining new knowledge. Along with the culture of communication, it is also required to have language skills. A person striving for perfection receives new knowledge, skills, and turns lessons into qualifications using the work process, without separation from labor activity. In the process of giving them new knowledge, it is necessary to know the differences in the education of children and adults. The main factor that distinguishes children's education and adult education is the presence of experience and the fact that adult learners are able to use it in education. Experience gives a person maturity and maturity, and it is this reason that causes the problems that adults want to solve in the learning process. For older learners, the educational process is a means of solving their own difficulties in real life.<sup>1</sup> Of particular interest in this place is the relationship of andragogy and pedagogy. If you follow semantics and formal logic, then andragogy is the science of adult education, and pedagogy is the science of children's education.<sup>2</sup> "The concept of" andragogy» as a scientific term was coined in 1833 by the German pedagogue-historian. It was introduced into science by Kapp and is derived from Greek (Andros – male, human; ago gene-lead). So androgogy is-means «to lead the big man. <sup>3</sup> The term is understood in the sense of leading with the help of teaching, as it is ingenious to teaching. What age layer do we understand by adults? The need for adult education is associated with the labor market. This means that it includes a working layer. There are different views in the literature on the issue of age but there is no holistic information. In particular, the Russian scientist S.I.Zmeyov's research records him as being between eighteen and sixty-five years old. An effective result can be achieved by following an anagogical approach in the educational process. In this place, psychologists have defined 5 main signs that distinguish an adult educator from a student or student. We need to get to know them and be

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<sup>1</sup> Gromkova M.T., *Andragogy theory and practice of adult education*. Moscow: UNITY-DIANA, 2017 p.12

<sup>2</sup> Gromkova M.T., *Andragogy theory and practice of adult education*. Moscow: UNITY-DIANA, 2017 p.11

<sup>3</sup> Koch M.N., Peshkova T.N. *Fundamentals of pedagogy and andragogy*. Study guide. Krasnodar. 2015. p. 46

able to apply them appropriately in the language teaching process. They are as follows: First of all, an adult person realizes himself as an independent, self-governing person and is critical of the movement to control him in many cases. Then, an adult person accumulates a large reserve of life, social, professional experience that forms a worldview and evaluates any incoming information from the point of view of this experience. Thirdly, an adult person has a practical approach to reading, tries to solve his life problems with the help of reading. Fourth, unlike a student or a student, he tries to apply the knowledge he has acquired immediately and get instant satisfaction from the learning process. Fifth, his process of perception of information is accompanied by emotional assessment, in which his brain tries to suspend any information that evokes a negative feeling.<sup>4</sup>

Andragogy is the theoretical basis of adult education. This is the section on teaching foreign languages of the methodology, which reveals the age characteristics of older learners, the formation and development of communicative competence, the impressive methods for managing this process from the pedagogical side.<sup>5</sup>

R.P.Milrud's the main requirements for foreign language courses for adults according to research are: - to draw up a training program suitable for the intended purpose; - the personal importance of the content of the curriculum; -the practicality of the course.<sup>6</sup>

Following these requirements, it is also necessary to pay attention to the existing problems in the process of teaching language to adults. We can see the following problems associated with learning a foreign language in adult audiences:

- The presence of personal experience in learning a foreign language. An adult person will have his own views on the learning process due to the experience formed in the process of school and further education. For example many adults do not recognize the modern method of communicative learning. According to this method, language different life situations serve as a means of communication. They see the ways of grammatical translation at the forefront.
- Social obligations. The life of large people will be associated with every day, family, professional worries. Because of this, there is not enough time to learn a foreign language. Language learning requires not only time, but also investment and effort.
- Financial problems. Not everyone has the conditions to take courses for additional study of foreign languages. In such courses there will be teacher control, a language learning environment that allows the language material to be easily mastered in its place.
- Selection of language teaching materials. The learner's use of language material relating to professional activities also extends to colloquial exercises. In most classes, only speaking skills are pretended to be formed, writing skills can make such thoughts as not interesting. However, all language skills are closely related to one another.
- Diversity of knowledge levels. Reserve knowledge can usually be the reason for learners to master faster. However, the lack of proper knowledge has a negative impact on obtaining new knowledge. Such a mistake by experience makes it difficult to forget about knowledge.

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<sup>4</sup> Askarova O'.M. etc.Andragogy (tutorial). N.2014-P. 15

<sup>5</sup> Milrud R.P. Actual problems of linguistic andragogy // Issues of modern science and practice. V.I. Vernadsky University. 2016. No.1(59) pp.176-180

<sup>6</sup> Milrud R.P. Lessons of language pedagogy: between the past and the future [Electronic resource].

- Professional status. The professional status of an adult student also determines the communication process. Professional status plays an important role in the tasks chosen by the teacher.

- Inability to accept an alien culture. The absorption of one's own culture into the minds of an adult audience can slow down the learning process. Because language is a kind of manifestation of culture. The fact that the world in adults has formed a vision, the presence of linguistic thinking cannot accept the characteristics of another culture, the structure of the language can also cause difficulties in learning a foreign language. Based on all of the above, we came to the conclusion that it is necessary to take into account factors that affect the quality of perception and assimilation of new information in an adult audience. The fact that adults have a clear goal is highly motivated on the other hand the presence of psychological barriers that affect the learning process indicates that age characteristics are significant in the language learning process.

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