

DIFFICULTIES OF LOADING THE LEARNING OF A FOREIGN LANGUAGE BY ADULTS.

Xamidova Xilola Shamansurovna
Senior Teacher of English Language
Department of Applied English.
Tashkent State Technical University

Abstract: The article is devoted to current issues and troubles hampering the learning of a remote dialect by grown-ups. As a result of investigation, a classification of conceivable obstructions is given. Uncommon consideration is headed to the mental boundaries combined with proficient encounter, the constrained acknowledgment of the student's position, doubt of the andragogue and students' claim information.

Keywords: psychological support; barriers; foreign language teaching.

At the same time, the personal experience of success in the conditions of an adult's learning situation is often more important than the assessment of the andragogue, while the remark, on the contrary, in some cases, it can cause an extremely negative reaction in the student and become a decisive factor in refusing to continue learning ; R. P. Milrud writes that some adult students "tend from time to time to be offended and capricious in a childish way, capable of impulsive and irrational actions need encouragement and rely on individual attention" ;

The main source of such psychological difficulties lies in the following contradictions inherent in adult learners, namely:

- 1) between the social status and the position of the student, when an adult is forced to be in a position some conditional submission that does not correspond to his extracurricular status, which often causes discomfort. An adult perceives the need to sit at a desk as a lowering of his status;
- 2) between awareness of their competence in professional and other activities and incompetence in the subject being studied. In such a situation, adults experience a strong fear that in the learning process their illiteracy, lack of skills and abilities will be revealed, and the inevitable comparison of them with other students will show their incompetence .
- 3) between expectations from the process and learning outcomes and their discrepancy with reality. So, illusions, misconceptions and high expectations from the training course, the andragogue and oneself are often are imposed from the outside with the help of advertising messages of educational organizations promoting language courses. In cases of their discrepancy with reality, the student has a feeling of deep disappointment, dissatisfaction and dissatisfaction.

All of these stressful situations, in the worst case, can lead to the fact that an adult simply goes off the intended path, refuses to achieve the goal and quit school. To successfully overcome psychological barriers of adults that impede the process of learning a foreign language and maintaining persistent motivation, competent support of the training andragogue is necessary.

Thus, the correct behavior and friendly form of communication, the highest degree of tact, the non-judgmental nature of speech contact, the respectful and patient attitude of the andragogue to his for an adult learner are critical in the process of mastering a foreign language [2]. Therefore, such an aspect of learning activity as the psychological support of the andragogue is one of the most important for the successful implementation of the learning process for the adult contingent foreign language in particular. Therefore, the role of psychological support in the learning process cannot be overrated.

Psychological support must be provided at each stage of training. It permeates all educational activities from beginning to end and requires patience, knowledge and understanding of the psychology of adults, andragogical training, tangible additional efforts, the highest degree of attentiveness and love for their students.

All aspects of the learning process have a specific algorithm of actions that allows you to implement psychological support for adult students. When developing this algorithm, we took into account all psychological and physiological characteristics, the importance and characteristics of the student's subjective position, life experience and the ideas and attitudes formed on its basis.

The forms of psychological support in this context include the verbal nature of work, when the andragogue, as the main person responsible for the psychological climate in the classroom, using verbal tools, forms the most favorable psychological state for successful learning in the classroom. At the same time, we consider the andragog to be responsible for this important factor in the educational process for several reasons:

- 1) students in most cases do not know each other, and the task of the andragogue is to introduce them, explain to them the rules of communication in the classroom and create a friendly atmosphere;
- 2) students are forced to leave their usual comfort zone in the classroom, while the andragogue is in "its place" and does not experience fear and anxiety at their level;
- 3) as a leader or guide, the one who offers tasks for work, andragogue can provide impact and psychological plan;
- 4) as a person who is aware of the peculiarities and difficulties of adults, the andragogue can predict and reduce or prevent many difficulties;
- 5) ideally, the andragogue is an authority in the field of teaching a foreign language for adult learners, which makes all his statements weighty and meaningful for them;
- 6) adult students, in addition to learning a foreign language, have many other important life tasks that distract them from educational activities, while for an andragog, conducting classes is the main professional task, for which he can use his main physiological, psychological and mental resources.

Literature:

1. Dresher Yu. N., Latypova O. P. Andragogical aspects of the problem of professional development 2006
2. Milrud R.P. Actual problems of linguistic andragogy // Questions of modern science and practice. University. V. I. Vernadsky. 2016. No. 1 (59). pp. 176-180.
3. Хакимов М. Р. роль инновационных технологий в развитии современной системы высшего образования //editor coordinator. – 2020. – с. 189.
<https://scholar.google.com/scholar?cluster=9829601091139027111&hl=en&oi=scholar>
4. Хакимова Л. и др. результаты оценки знаний и навыков слушателей последипломого медицинского образования посредством использования тестов множественного выбора //медицинское образование сегодня. – 2018. – с. 116.
<http://elib.kirovgma.ru/sites/default/files/3-2-pb.pdf#page=116>
5. Mukhamedov I.M., Makhkamova D.E., Mukhamedov B.I. Microecology of the vagina violations and ways to correct them. Т., 2004
6. Ибрагимов К. У., Садыков А. И., Мухамедов Б. И. Состояние микросомальной и митохондриальной фракций печени при экспериментальной ишемии мозга у крыс //Дерматовенерология ва дерматоонкопатологиядаги диагностика ва даволашда янги технологияларнинг ривожланиши. – 2022. – С. 57-58.
7. R.B., A. ., & L.I., M. . (2021). Assessment Of Clinical And Psychological Status And Quality Of Life Of Patients In Different Forms Of Irritable Bowel Syndrome. The American Journal of Medical Sciences and Pharmaceutical Research, 3(02), 127–134.
<https://doi.org/10.37547/TAJMSPR/Volume03Issue02-19>
8. Abdullayev R. B., Makhmudova L. I. (2021). Features of Chemical Elements in Various Forms of Irritable Bowel Syndrome. Annals of the Romanian Society for Cell Biology, 25(2), 2993–3000. Retrieved from
<https://www.annalsofrscb.ro/index.php/journal/article/view/1276>
9. Abdullayev R. B., Makhmudova L.I. Features of Chemical Elements in Various Forms of Irritable Bowel Syndrome // Annals of R.S.C.B., ISSN:1583-6258, Vol. 25, Issue 2, 2021, Pages. 2993 –30006.
10. Abdullayev R.B., Makhmudova L.I. Micro elemental imbalance in irritable bowel syndrome and its correction. Academicia. Vol. 11, Issue 5, May 2021:655-662

<https://conferencea.org>April 10th 2023

11. Abdullayev R.B., Makhmudova L.I., (2021). Assessment Of Clinical And Psychological Status And Quality Of Life Of Patients In Different Forms Of Irritable Bowel Syndrome. The American Journal of Medical Sciences and Pharmaceutical Research, 3(02), 127-134
12. Abdullaev R. B. Clinico-immunologic effect of immunomodulin and bactim in duodenal ulcer under environmental pollution conditions //Eksperimental'naia i Klinicheskaia Gastroenterologiya= Experimental & Clinical Gastroenterology. – 2002. – №. 5. – С. 42-4, 127.
13. Amanova Nodirabegim Furkatovna. (2022). Effective method of teaching. conference zone, 53–55. retrieved from <http://www.conferencezone.org/index.php/cz/article/view/124>
14. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/110>
15. Amanova N.F Amanova F.F .innovative activity in the field of tourism. euro-asia conferences, <http://papers.euroasiaconference.com/index.php/eac/article/view/9718>
16. Furkatovna A. N.(2022). effective method of teaching. Conference Zone, 53–55. Retrieved from <http://conferencezone.org/index.php/cz/article/view/1245>.
17. .Saydullayevna N. N., FurkatovnaA. N. teaching english language for medical purposes in higher school. https://ejournaljournal.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf
18. Furkatovna A. N., Furkatovna A. F. innovative activity in the field of tourism: essence and specificity //zbiór artykułów naukowych recenzowanych. http://xn--e1aajfpcds8ay4h.com.ua/files/95_01_s.pdf#page=97
19. Furkatovna A. N., Furkatovna A. F. innovative activity in the field of tourism. Euro-Asia Conferences, 1(1). Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/97> .
20. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/1101>
21. Amanova N, and Amanova F. "problems of quality of distance learning online." ta'lim va rivojlanish tahlili onlayn ilmiy jurnali (2022): 89-91. <http://sciencebox.uz/index.php/ajed/article/view/1515/140320>
22. Amanova N.F. "active teaching strategies in higher education." academia: an international multidisciplinary Research Journal <https://doi.org/10.5958/2249-7137.2021.02068.1> .
23. Хакимов Мухаммадали Рафикович развитие инновационных технологий в системе высшего образования республики узбекистан // re-health journal. 2020. №2-2 (6). URL: <https://cyberleninka.ru/article/n/razvitie-innovatsionnyh-tehnologiy-v-sisteme-vysshego-obrazovaniya-respubliki-uzbekistan>
24. Хакимов, М. (2020). роль инновационных технологий в развитии современной системы высшего образования. interconf, (16). вилучено із <https://ojs.ukrlogos.in.ua/index.php/interconf/article/view/2581>
25. Хакимов, М. 2021. Дистанционное изучение иностранных языков: современные тенденции и перспективы развития. Общество и инновации. 2, 8/S (сен. 2021), 252–257. DOI: <https://doi.org/10.47689/2181-1415-vol2-iss8/S-pp252-257> .
26. Rafikovich H. M. the classification of teaching methods in higher education //journal of positive school psychology. – 2022. – с. 1582–1587-1582–1587 . <https://www.journalppw.com/index.php/jpsp/article/view/6098>
<https://www.journalppw.com/index.php/jpsp/article/view/6098/4019>
27. Amanova N.F Amanova F.F . innovative activity in the field of tourism. euro-asia conferences, 1(1), 308–309. retrieved from activity <http://papers.euroasiaconference.com/index.php/eac/article/view/97>

<https://conferencea.org>

28. Amanova N.F Amanova F.F (2022) Malum bir maqsadga
<https://conf.iscience.uz/index.php/yumti/article/view/118/110>
29. Amanova N, and Amanova F. "problems of quality of
<http://sciencebox.uz/index.php/ajed/article/view/1515/1403>
30. Normuradova N, and Amanova N. "teaching
https://eprajournals.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf
31. Amanova N.F. "active teaching strategies <https://doi.org/10.5958/2249-7137.2021.02068.1>
32. Григорий Борисович Пягай. (2023). клинко-дерматоскопическая корреляция в диагностике различных форм актинического кератоза. research and education, 2(3), 57–63. <https://doi.org/10.5281/zenodo.7764665>
33. Furkatovna, A.N. and Furkatovna, A.F. 2023. Stylistics Devices and Literature. Web of Scholars : Multidimensional Research Journal. 2, 3 (Mar. 2023), 9–14. DOI: <https://doi.org/10.17605/OSF.IO/KM9GY> .
- 34.