



### Introduction.

In today's context of globalization, English has become not only a means of international communication but also a vital factor for professional development, academic pursuits, and personal growth. The need to learn English is increasing day by day, especially for older learners. They often undertake language learning in order to develop their professional activities, communicate effectively with foreign partners, or acquire new knowledge and skills. Therefore, when organizing the educational process for such an audience, it is becoming urgent to abandon traditional approaches and apply modern, flexible, and proven effective methods.

The process of teaching adult learners has its own pedagogical and psychological characteristics. They are typically goal-oriented, rely on their own experience, have a tendency to think independently, and want to actively participate in the learning process. In this regard, the andragogical approach occupies a special place in the modern education system. This approach involves organizing the educational process taking into account the student's personal needs, life experience, and internal motivation. As a result, the learning process becomes more meaningful, effective, and sustainable.

In recent years, innovative methods have been widely used in English language teaching. In particular, the communicative approach emphasizes the use of language in real-life situations, while task-based learning directs students toward language acquisition through the performance of practical tasks. Also, blended learning, that is, the combination of traditional and online education, allows students to learn at their own pace and in comfortable conditions. Digital technologies, mobile applications, and online platforms make the learning process interactive, interesting, and effective.

The relevance of this article lies in the fact that it comprehensively analyzes the theoretical foundations and practical possibilities of modern methods used in teaching English to adult learners. It is substantiated that in the modern educational process, a teacher must act not only as a knowledge provider but also as a facilitator, guide, and motivator. At the same time, important aspects of encouraging students to study independently, developing their communicative competence, and individualizing the educational process are highlighted. The use of modern methods in teaching English to adult learners plays an important role in improving the quality of education, strengthening students' motivation, and forming competencies that meet their real life needs. This, in turn, serves to further improve the modern education system and adapt it to international standards.

### Literature review:

The issue of studying modern methods in teaching English to adult learners was formed at the intersection of Pedagogy and Andragogy, and significant scientific research in this direction has been conducted by many foreign and domestic scholars. This problem is closely

linked to the name of Malcolm Knowles, who developed the theoretical foundations of adult education. In his andragogical concept, he substantiated the core principles of adult learning: self-regulation, reliance on experience, practical orientation of learning, and the priority of internal motivation. Knowles's views serve as the theoretical foundation of modern methods.

The concept of communicative competence, proposed by Dell Hymes, who developed the communicative approach in language teaching methodology, is also of great importance. Later, Michael Canale and Merrill Swain developed this theory, distinguishing grammatical, sociological, discursive, and strategic competencies. This approach emphasizes the need to develop not only grammatical knowledge but also effective communication skills in real communicative situations when teaching English.

The task-based learning (TBL) approach, which occupies an important place among modern methods, is widely covered in the research of Jane Willis and David Willis. In their opinion, the process of language learning is more effective through the performance of real-life tasks than through artificial exercises. This approach is especially important for older learners who seek to immediately apply the knowledge they are learning in practice.

Issues of language teaching based on digital pedagogy and technologies have been studied in depth by Mark Warschauer and Deborah Healey. In their research, they substantiate the positive impact of online platforms, multimodal resources, and interactive tools on the effectiveness of language learning. In particular, the blended learning model - combining traditional and distance learning - provides a flexible and individualized approach for older learners.

Zoltán Dörnyei's research plays an important role in the study of motivation and psychological factors. He promoted concepts such as internal and external motivation in language learning, student self-awareness, and the model of the future "ideal language speaker." This requires the teacher to develop motivational strategies that take into account the individual needs of students.

Important research in this direction has also been carried out by local scientists. Issues regarding the application of modern educational technologies, the competency-based approach, and interactive methods are being extensively studied in the pedagogical science of Uzbekistan. In particular, issues such as the use of innovative methods, information and communication technologies in teaching English, and the development of independent learning are covered in scientific articles and dissertations.

The results of the analysis show that modern methods of teaching English to adult learners are integrative in nature and yield effective results in the combination of andragogical principles, a communicative approach, task-based learning, and digital technologies. At the same time, existing literature emphasizes the need to further deepen the individual approach, create content that meets the professional needs of students, and develop adaptive learning technologies.

### **Analytical discussion.**

In the modern educational paradigm, the process of teaching English to adult learners requires a flexible and student-centered system that fundamentally differs from traditional approaches. Analysis of research indicates that today, the process of learning a language is viewed not only as the acquisition of knowledge but also as a complex process aimed at developing communicative competence in real-life situations. From this perspective, the

effectiveness of modern methods is determined by their proximity to practice, adaptability to student needs, and integration with technological capabilities.

When working with adult learners, the primary focus is placed on their internal motivation and ability to learn independently. Within the framework of the andragogical approach, students act as active subjects of their own educational process. This requires the teacher to abandon the traditional role of "educator" and act as a facilitator and guide. Analysis shows that this change is an important factor in improving students' academic performance. This is because older learners, relying on their own experience, perceive new knowledge faster and strive to apply it in practice.

The use of communicative and task-based approaches makes the learning process more meaningful and effective. Through tasks based on real-life situations, students master the language not in an artificial environment, but in the process of practical activity. This contributes to the integrative development of language skills. However, in some cases, certain difficulties are observed in the application of these methods. Specifically, students' varying language proficiency levels, time constraints, or a lack of methodological resources can affect teaching effectiveness.

The introduction of digital technologies into the educational process creates new challenges alongside new opportunities. While online platforms, mobile applications, and virtual learning environments make the learning process convenient and interactive, their effective use depends directly on a teacher's digital competence. Therefore, in the modern education system, it is important for educators to constantly work on themselves and master new technologies. Otherwise, technological means may not yield the expected results.

Another important analytical issue is taking into account the individual characteristics of students. Since adult learners have different professional, social, and cultural backgrounds, a single method cannot be equally effective for everyone. Therefore, there is a need to apply a differentiated and individual approach and to implement adaptive learning technologies. This makes the learning process more complex but more effective. Teaching English based on modern methods provides effective results for adult learners. However, the success of this process largely depends on the teacher's methodological skills, student motivation, and the technological support of the educational environment. Therefore, it is advisable to focus future research in this direction on the further improvement of modern methods, their adaptation to practice, and the development of individual learning strategies.

**Conclusion.** The above analysis shows that the use of modern methods in teaching English to adult learners significantly increases the efficiency of the educational process. In particular, a learning system organized on the basis of an andragogical approach serves to achieve high results by taking into account students' independent thinking, internal motivation, and practical needs. Communicative and task-based approaches develop language application skills in real-life situations, making the learning process meaningful and functional.

Furthermore, digital technologies and blended learning models create a flexible, convenient, and interactive learning environment for older learners. However, it was established that the effectiveness of these methods is directly dependent on the teacher's methodological and digital competence, as well as the degree of consideration for the individual characteristics and needs of students. Therefore, the application of a differentiated approach in

the modern educational process, the orientation of students toward independent learning, and the comprehensive integration of innovative methods are of great importance.

In conclusion, modern methods of teaching English to adult learners not only develop language competencies but also serve the professional and personal development of students. In the future, scientific research in this direction should be aimed at further increasing the effectiveness of modern methods, adapting them to the national education system, and widely implementing innovative pedagogical technologies.

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