PRINCIPLES AND CONTENT OF ENGLISH LANGUAGE TEACHING METHODOLOGY IN ANDRAGOGIC EDUCATION

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Abstract: The article talks about the methodology of language teaching, in particular, the andragogic approach to the methodology of teaching English. The content, principles and methods of androgogic education are studied in the case of teaching English. The issue of implementing foreign methods into national methods is also highlighted.

Key words: andragogic education, methodology, Common European Framework Reference for languages, acmeological approach, didactics.

Introduction. Knowing a foreign language is an important factor in mastering any science, profession, and acquiring qualifications and skills. The process of language teaching and learning takes into consideration vast knowledge, experience and cognitive, psychological and pedagogical factors. "The age characteristics of the learner, the process of reception, processing and delivery of it in the brain are also necessary factors. Each stage of the educational process is characterized by the fact that it has acquired its own characteristics and importance. These processes are especially important in language learning and teaching processes"[1].

On the initiative of the European Union, in the last thirty years, teaching standards, models and teaching methods in foreign countries of the reprocessed and polished world languages which has their own writing, alphabet and literary language have been developed. This standard is called CEFR (Common European Framework Reference for languages), and it reflects international requirements for foreign language study, learning and assessment.

"The Common European Framework of Reference provides a common framework for the development of language programs, curriculum guidelines, exams, textbooks, etc. across Europe. It describes in detail what learners need to learn to use language to communicate and what knowledge and skills they need to develop to be able to act effectively. This description also includes determining which cultural context should be used in language teaching."[2]

Experiment technique. Languages of the whole world adopt this standard as a standard in teaching as a foreign language and adapt it to the cultural context, national characteristics and national methods of that nation. The CEFR standard has been kept as the most perfect standard because it has been tested by more than 3000 teachers, and the scientific-methodical standards created on this basis are recognized all over the world.

Bekzod Khodjayev, Doctor of Pedagogical Sciences, Professor, recommends several methods that can be used in the process of language teaching in andragogy. "Adult learners can be given tasks related to reading practice or writing a short story about the video shown during the lesson. They can also be assigned to work on various graphic organizers. Adult learners should be given tasks that are difficult to complete but should not take much time. Because they may have limited time, but they can do well with exercises that require intelligence"[3].

The results of the research on foreign language teaching showed that the difficulties faced by adult language learners in the course of the lesson can be eliminated by the educational environment,

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[1] Xodorova M. Mahmudova L. Axborot texnologiyalari yordamida chet tiliga jadal o'rgatish. –Toshkent . 2008. –B
[2] CEFR. 2008. –B 10.

[3] Xodjayev B. Abdiyev A. Andragogik yoshdagilarga chet tilini o'qitishning….. –Toshkent. 2018.–B 6.

the combination of educational materials with the characteristics of the age period and on the basis of developing an effective teaching methods.

1. From the acmeological point of view, self-management competence is highly developed in adult learners. The task of the teacher is not only to deliver knowledge to them, but also to attract the audience to use methods such as data analysis and decision-making.

2. Relying on the practical experience of adults is an important source of foreign language learning. Pre-planned training sessions, discussions, case assignments and tasks related to creative research should form the basis of the methodology of teaching foreign languages to adult learners.

3. It is desirable to teach foreign languages to adult learners in connection with their interests. Because they have already developed clear life goals, needs and a system of values.

4. Adults are competency approach based learners who quickly try to apply what they learn to real life. An approach based on practical work and a teaching system suitable for the field of pedagogical activity of the learners has a number of advantages over the traditional educational paradigm.[4]

It is known from the research carried out by C. Keillor and J. Littlefield that the following criteria should be taken into account in order to prepare adult learners to learn foreign languages:

1. Creating a calm, peaceful and friendly environment.
2. Establishing a culture of naturalness, tolerance, respect and consensus.
3. Collaborative work on diagnosis of knowledge and skills that are necessary to study.
4. Development of a plan for learning a foreign language in a mutural collaboration.
5. Ensuring the suitability of the studied practical activity experience to the existing needs.[5]

In order to create an effective learning environment in the process of andragogic education, according to Lee Bash, it is very important that adult learners must connect the scientific landscape of the world they know well with the world of knowledge that is not yet known to them.[6]

Results and Discussion. The general didactic principles of the English language are almost the same as the rules used in teaching any subject. The most important of them are *the principle of awareness*, *the principle of activeness*, *the principle of systematically*, *the principle of developmental education*, *the principle of communicativeness*, *the principle of existence*, *the principle of strength*[7], and others.

Specific principles describe and define specific features of foreign language teaching in more detail. It is necessary to distinguish and apply the following principles in teaching English as a foreign language:

- communicative principle, taking into account the peculiarities of the mother tongue;
- the principle of interdependence for all types of speech activity;
- principle of functionality;
- the principle of developing oral speech, as well as a number of other principles formulated by the authors, are used based on the selected approach to teaching.

Specific principles serve to purposefully organize the learning process as a whole. If one of them is drawn away from the process, it affects the system. The following specific principles are distinguished in andragogy education.

1. Cognitive principle
2. Emotional-psychological principle
3. Linguistic principle

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[4] Xodjayev B. Abdiyev A. yuqoridagi maqola. –B 7.

[5] . Keillor, C. & Littlefield, J. Engaging Adult Learners with Technology. Library Technology Conference: Macalester College. 2012.

[6] . Bash, L. Adult Learners in the Academy. Bolton, Ma.: Anker Publishing Company. 2003.

[7] Sakayeva L. , Baranova A. Metodika Obuchenie Insatrannom yazike. Kazan 2018.

Teaching material is also significant in foreign language teaching.

"The material part of the teaching content consists of small parts called lexical, grammatical and pronunciation. The curriculum lists vocabulary and grammar as material for each grade. Each grammar categories are shown name by name. Even active and passive grammar is described separately."[8]

In teaching a foreign language, importance is attached to the acquisition of skills such as reading comprehension, listening comprehension, speaking, and writing, and these four skills are also taken into account in the evaluation process. However, when organizing the content of teaching these skills, it is necessary to take into account the following seven forms: vocabulary, reading comprehension, grammar, listening comprehension, speaking, writing, culture.

The conditions of relations in a foreign language, which is considered a means of communication, knowledge, information acquisition and gathering, determine the need to know all types of speech activity: speaking and understanding speech in this foreign language, as well as reading, writing, the level of knowledge of one or another type of speech activity, it is manifested directly in the practice of communication in a foreign language, in reading authentic and high-content literature, in the form of books, annotations to them, theses for conferences, and practical writings.

Practice shows that in order to create a very high level of listening skills, the user needs to acquire a vocabulary equal to about 6 thousand words. This is a special type of vocabulary, knowledge of which is achieved not only at the expense of real, familiar, initial words, but also at the expense of knowing the rules of word formation. This happens due to the creation of contextual awareness skills in the user, with the creation of the internal structure of the foreign language being studied, which includes many unfamiliar words, and at the expense of the overall communication experience of each of the communication participants. Participating in communication involves knowing oral speech in a foreign language that is, creating the ability to speak.

In addition to the word and grammatical material, this minimum assumes that a number of basic extra linguistic tools of this language, for example, the absolute pace of speech, the nature of pauses (their duration and location), take over the characteristics of this language and gestures. Studies have shown that this foreign language can be learned using the tools of standard grammar and certain tools of word formation and stylistics.

It forces the user to select and summarize the necessary communicative blocks, to refer to the comments for understanding, that is, to perform meaningful, understanding work. The conclusion of such a research is recorded in written or verbal form. Written assignments teach the use of language materials, forms, and certain grammatical phenomena. Lexical-grammatical review is the basis for independent systematization of language material of users. Since the phenomena explained in user comments are all based on user experience, familiarization is suggested after many repetitions by them in speech.

All this indicates the success of using intensive methods at different stages of foreign language learning and in different conditions. It's time to systematize and highlight the most convenient methods. We will consider the intensive methodology in three "dimensions". 1) state standard on intensive methods; 2) to different models of education; 3) it is necessary to determine the compatibility of education with the requirements and goals of the general program.

A successful solution to this issue requires the use of accelerated educational technologies, and the intensive method is one of them. In order to enable the activator and accelerator functions of intensive method, the base is used which constituting the opportunity that should be activated and it was obtained by user in a previous year before the final stage. When learning a second foreign

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[8] Jalolov J. Chet tili o'qitish metodikasi. –Namangan. O'qituvchi. 2012. –B 64

language, the situation is somewhat different: users have experience in acquiring the first foreign language, which allows them to learn the second foreign language in a shorter time.

The experience of the first foreign language also helps to actively remember and use of vocabulary and grammar in speech. An intensive method can speed up this process. At the beginning of teaching a second foreign language, the introduction and consolidation of large volumes of educational materials becomes of primary importance. The possibility of solving the problem of maintaining motivation and support is another serious reason in favor of the intensive method in teaching a second foreign language.

Due to the democratic restructuring of the social life of the country, changes are also taking place in the field of education. One of them is the complete replacement of software in all disciplines.

In computer-assisted language teaching, the conditions for teaching foreign languages according to the intensive method, as in high school, are primarily related to taking into account the characteristics of the social age of users. Experiments have shown that the methodology can be used to work with all age groups. However, higher education offers the most opportunities. This is due to: the high level of personal development of the person, a wide stock of information, the desire to learn about the world through relationships with other people, and the existence of a primary language base. When choosing topics and situations of relationships, it is necessary to take into account age characteristics, ensuring the meaningful side of the educational process, expressing the communicative task.

The peculiarities of the organization of the educational process in the secondary school are also taken into account: a foreign language is included in the general schedule of hours and studied along with other academic subjects. However, distance learning involves a certain increase in study hours. At higher levels, it is appropriate to allocate hours at the expense of school components of the curriculum. They should be divided into three sessions of two hours each. If necessary, the hours can be reduced to three times and three sessions of one hour each. Another option is four hours: two sessions of two hours each or four sessions of one hour each. In addition to activating previously acquired skills and mastering a large volume of educational materials in a short period of time, broader educational goals are also a feature of the intensive foreign language course. The extended feature of the accelerated course allows you to expand the learning goal.

Conclusion. The goal of the distance learning course in the most general way is determined primarily by teaching listening and speaking to the oral form of communication in the language being studied. In addition, the extension of the course allows to pay serious attention to the written forms of communication. Written communication involves mastering such types of speech activity as reading and writing (written speech). Expanding the educational goals in the distance learning course envisages the activation of previously acquired speech skills, the formation of a higher level of communicative skills, and the deeper systematization of users' grammatical knowledge.

Initial stage:

• creating a stable communicative framework

• maintaining deep interest, which serves as an incentive to continue learning a foreign language at the middle and higher levels, organizing active speech relations.

Middle stage:

• activation of previously acquired skills within the framework of oral communication

• organization of active speech relations

• practical assimilation of linguistic and local studies and socio-cultural factors by creating communicative conditions that are close to natural

• restore and support interest in learning a foreign language and confidence in one's own strength and abilities.

Upper stage:

• improvement of speech communication skills;

• to expand the topics, scope and situations of relations studied with a foreign language for active use

• expanding users' communicative vocabulary, activating the use of communicatively significant grammatical constructions

• deepening of language and local studies and socio-cultural knowledge by practical introduction to "live" dialogues;

• creating motivation for further improvement of the foreign language being studied.

At the higher levels, the intensive system of education becomes especially important, and in this context it is very suitable for the following conditions:

a) completion of the basic course of teaching a foreign language, because most users complete the secondary education course in a foreign language at the basic school; later, if they have not planned targeted in-depth foreign language courses as part of their education in major field, they can study only in a two-year support course;

b) there is a major field education that is, learning a foreign language in a professionally oriented way, the main task of which is to ensure a smooth transition to the education of a humanitarian or natural-mathematical higher education institution.

In independent distance education - based on didactic and some special methods, formation and improvement of speaking skills of users through teaching foreign language and independent work, development of speaking skills in a certain order of learning process methods with a given didactic assignment. We understand the implementation of independent work and operations. Independent actions and operations can be performed based on specially developed didactic materials.

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