

## THE PECULIARITIES OF THE ENGLISH LANGUAGE TEACHING TO ADULTS

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**Abstract.** The article analyzes the distinctive features of the English language teaching for adults which definitely differs from teaching English children and teenagers. The English language speaking skills will promote a successful career of any adult and facilitate his communication abroad.

**Key words:** English, training, peculiarity, adult, career, international companies, motivation, involvement, interest.

## ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ВЗРОСЛЫХ

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**Аннотация.** В статье анализируются отличительные особенности преподавания английского языка для взрослых, которое, определенно, отличается от преподавания английского языка детям и подросткам. Владение английским языком будет способствовать успешной карьере любого взрослого и облегчит его общение за рубежом.

**Ключевые слова:** английский язык, обучение, особенность, взрослый, карьера, международные компании, мотивация, вовлеченность, интерес.

The popularity of the English language learning among adults has been constantly growing. It is due to various reasons. There is often a situation when, having got a job, a businessman understands that English is indispensable for his career growth, foreign business trips, publishing articles in quoted scientific journals, communicating with potential business partners or clients. The world is recovering after the COVID-19 pandemic and the borders of the foreign countries open. People start travelling abroad where English is the international language of communication. Adult education has its own characteristic peculiarities related to a person's professional activity, plans, career goals and lack of free time. This sets some requirements first of all to the English language teacher for adults [1-4].

The English language teacher for adults should be proficient in a foreign language, at least at the “B1 Intermediate” level and higher, depending on the expected result and the student's existing knowledge. If a person wants to learn a language from the very beginning in order to be able to speak fluently – at the initial stage, the average level of a teacher will suit him. However, if a person plans to pass an international exam, move to another country for life and work, cooperate and negotiate with foreign partners, then the minimum level of English proficiency for a teacher is “Advanced”. Teaching English to adults is obviously somewhat more difficult than teaching children and teenagers. However, many university teachers believe that with the right approach, it is easier than it seems [5-8].

It is logical to consider the format of training for adults. The pace of life, employment, work and household chores can interfere with regular classes, so it is worth choosing an individual pace, route and teaching format for each student. It is a good idea to have several lessons a week in Skype or Zoom, which saves time on the road. A good option would be business correspondence in a messenger or by e-mail as it is so convenient to check grammatical constructions and pronunciation if you send data in the format of a voice message [9-13]. Many adults choose the mentoring format when they learn a language on their own and use it in their work, for example, they compose letters, articles, and reviews in English and give them to their mentor or coach for verification before publication. In the same way, the training scheme works when a person watches or attends lectures at the correspondence or postgraduate education faculty, and discusses completed projects or term papers with a tutor several times a month.

Modular training is based on the following principle: the tutor issues modules for self-study, which are then fixed at meetings no more than 3 times a month. Obviously, there is no right or wrong format: the student and the teacher choose a format that is convenient for them and study according to it [14-17]. The direction of the language being studied should be discussed even before the first English lesson as there are several areas of language learning:

English for general purposes or Survival English (for communication, conversational) is necessary for those who plan to travel, make acquaintances with foreigners, watch TV series and read English literature at the primary and secondary levels.

English for lawyers is important for those who work as a legal adviser in international law companies, conduct legal practice in cases of foreigners, represent the interests of foreign citizens in court, and are engaged in scientific activities in the field of jurisprudence.

Business English or English for professional purposes is necessary if a person wants to move and get a job, as well as for university teachers who conduct economic disciplines for English-speaking students. It may be of interest to business owners who plan to expand in other regions, as well as top managers who sign contracts and communicate with partners. Bank employees who issue loans and cards to foreigners also need to speak the language at a sufficient level [18-23].

English for specialists: sailors, flight attendants, pilots, cruise ship employees, employees of the technical and IT industry-it is necessary for career development, unhindered communication on professional topics in other countries. IT specialists study technical English in order to be able to move to the United States for permanent residence or take projects from foreign employers.

Academic English is important for those who are planning to study or to get a degree in English speaking countries, as well as for professionals who need to provide ongoing training through correspondence courses Harvard, Oxford or be published in Scopus journals (physicians, teachers, prestigious Universities, pharmacists, etc.)

Exam passing is a separate area which assumes successful TOEFL, BEC, IELTS, etc. for students of this direction positive experience of the teacher, because passing these exams depends on the visa in the United States, Canada, England and Australia.

Teaching methods for adults are diversified and the selection or creation of a personal training methodology is the key to success. The main principle of building adult learning is to create an individual methodology for each student. An adult learning a language can take part in planning the educational process, setting goals, setting time limits, and even determining evaluation criteria. The process of transferring knowledge to an adult consists in changing the role of a teacher as a mentor. There are many resources that make it possible to train skills, check the level of the language and study at home, so the main function of the teacher is to direct efforts, adjust the chosen direction, and help with the assimilation of the material. The teacher becomes a coach, a learning partner, whose opinion is listened to, but also ready to make their own decisions. When working with adults, it is important to take into account past experience: which techniques were effective and which were not, what the person learned and what is still unclear. The methodology should be built based on the goals and motivation of an adult. He may never need the ability to write correctly, while conversational speech will help him get a higher position. The main idea in the formation of the methodology is that the training should be useful, modern and applicable in practice. Based on this, the teacher can compose techniques and methods for a stable and fast result.

There are several methods that have been successfully practiced by teachers for working with adults for a long time and there are some features of their application.

The classical method is based on the teaching of theory. The main activities are focused on reading, translating, listening to video and audio. Oral speech is allocated a minimum amount of time; often it is just a retelling of what you read, and not an independently thought-out monologue. The difficulty lies in the fact that after such training, a person understands the rules, he can translate and read, even compose written and oral stories, but difficulties arise with maintaining a live dialogue and improvisation in English.

Computer methodology is applied when the teacher uses the maximum of computer technologies with all their advantages: the lesson can consist of various types of activities. You can watch educational videos, listen to songs, fill out crosswords, take tests, write online dictation, and listen to fairy tales. There are various materials available on the Internet that will help you learn to understand English. Problems may be related to gaps in grammar and communication. This can be solved if there are sites for communicating with foreigners in English among computer resources. But it is worth noting that not all English-speaking people have 100% literacy, so you can work with a language barrier on special resources, and work out grammar with a tutor or with the help of programs. This technique is suitable for independent learning and can serve as a good interactive addition to the didactic material on which the teacher conducts the lesson.

Immersion into the language environment supposes that the teacher of adults conducts the lesson completely in English. This is an effective way to learn to think, understand and speak another language. To consolidate the effect, it is recommended that a person uses English as much as possible in everyday life: conducts correspondence with friends and a tutor in English, uses English interfaces in programs, watches movies and TV series without translation into Russian, reads non-adapted literature and news. Certainly, if it is possible the most effective way to immerse into the language environment is to move to an English-speaking country for a period of six months or more.

Communication methodology is a common teaching method in Western educational institutions where 20% of the time is devoted to explaining the theory and rules, and 80% is spent on communication. As a rule, a teacher and several students participate in a live dialogue. They discuss real-life situations, various projects, and case studies. The purpose of this format is for students to delve into grammar, rules and immediately consolidate them in practice. A person applies the whole theory and remembers how it looks in a real conversation.

Linguistic and cultural methodology is aimed at learning the language in conjunction with the culture, history, and social characteristics of the nation. The language is studied fundamentally, taking into account all the peculiarities of the country, manners and ethical norms. If a communicative technique is needed to be understood and convey your idea, then a linguistic and cultural method is needed to use the language correctly, in accordance with the situation and with the correct content. In the process of studying, a person develops a linguistic and socio-cultural competence, which makes him a specialist in the studied culture. This type of teaching is necessary if the student plans to study the language from a scientific point of view, write books or articles in English journals, conduct lectures for English-speaking students or move. Within the framework of this methodology, not only grammar and vocabulary are taught, but also geographical features, the history of the country and the nation, literature, traditions and customs, economics and creativity [24-28].

What are the stages of starting to teach English to an adult?

*Define the goal.* The purpose of studying is different for everyone. Someone is planning to marry a British man and is preparing to take a general English proficiency test, someone dreams of becoming an English tutor, someone is going to send a resume to an Australian company. Without a set goal, there will be no adequately selected didactic material and deadlines. For some, conversational language is important, while others want to write a dissertation in English [29-31].

*Find out the student's level and use the individual approach.* Many people know the base well enough, so you can start with them by repeating the material studied earlier, while others only know the alphabet. You need to find out the degree of proficiency for each skill, because there are cases when a student confidently talks, but writes with errors.

*Identify topics for training,* especially if it is English for professional purposes. It is important to choose only relevant and interesting topics or those that are directly related to a person's professional activity.

*Make a plan and identify areas of responsibility.* The plan should be detailed and include all the topics that need to be repeated or learned. Indicate the time frame, as well as what the student will need to do to consolidate knowledge. A person should understand that without effort and additional independent study, he will not be able to learn English.

*Discuss the textbook and the methodology.* The right choice of a textbook, disks for it and the methodology of work in general is half of success. The remaining 50% depends on the effort and systematic training. Buying a textbook is often an expensive pleasure, but it is necessary to explain to a person that the book will remain with him, and he will be able to reread what he did not understand or sometimes study independently. Some books are available for download on the Internet. Explain the specifics of the methodology that you will be studying: what it is aimed at, what is required of the student, what resources are available to work additionally.

*Specify the format.* The main point is that the studying can be remote, combined, in a one-on-one version, but the main thing is that it should be regular. Choose the most convenient schedule when both you and the student are not busy with work issues and can fully devote time to studying.

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