Designing Materials for Teaching Adult Learners

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Abstract--The article deals with the issues based on designing materials for teaching adult learners. In the methodology of teaching foreign languages at the present stage, one of the urgent problems is the development and implementation of new, scientifically substantiated intensive methods of teaching adults foreign languages in short-term language courses, which have now received widespread development. It should be noted here that, any teaching foreign languages cannot be carried out without a scientific choice of the most effective ways to learn, which would allow us to solve the main teaching and general educational tasks.

The purpose of this study is to create a scientific bases and effective techniques for teaching languages to adults in the course environment, as well as to identify ways that would open up prospects for real success in mastering adults a foreign language as a means of communication or as part of a general professional competence based on optimally selected and methodically organized training material.

Key words--Adult education, communication.

I. INTRODUCTION

As we know, adult education in modern conditions is becoming more widespread, becoming an integral condition for development, self-realization and professional competence in many areas of social life. At this stage in the development of society, the role of adult education has increased significantly compared to previous decades.

The role of education in such conditions is aimed at expanding the ability of adults to use their abilities, improving professional qualifications, and obtaining additional knowledge, skills and abilities in a particular professional activity.

As a result of this, one of the directions of modernization of the modern educational process as a whole is the organization of a continuing education system.

Adult education is aimed at advanced training and further training of specialists at various levels with the condition of improving their competence in a particular field of activity. According to the scientist N. I. Mitskevich the features of adult learning: the presence of an internal impulse to learning, helping one to set a task for himself, to build a plan for its solution and implement it; independence as the ability to organize the process of solving a problem and manage it in accordance with this task; the dependence of the degree of human involvement in the learning process on the autonomy of thinking, the ability to innovate, to cooperate, the ability to learn and pass on to

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others acquired knowledge; mobility; a person's constant desire to build his professional activity on the basis of new information as a way of his self-expression and self-development.

Adults are different from children. Therefore, they need to be taught in a different way. This assumption is based on the opinions of professionals, philosophical assumptions related to human psychology; on progressive education and a growing number of studies and theories on adult learning. Although it is important to remember that every adult is a person, some generalizations can be applied to adult students.

Reasons for adults to learn.

- To satisfy curiosity or solve puzzles
- To answer questions
- To enjoy using a new skill
- For the pure pleasure of studying
- To meet other people who have the same interests
- For success in work
- For the sake of necessity
- Other reasons?

Since many adults learn only for the sake of learning more often than non-adult students, they seek educational experience in order to cope with life-changing events, such as new work, career advancement, new technologies, divorce, marriage, etc.

E.P. Tonkonogaya identifies both negative and positive trends in the development of adult education at present. The negative include: a significant decrease in the number of students; noticeable curtailment of some areas of post-basic education; reduction of training time; the commercialization of many forms of adult education; regionalization of education. There are many potential barriers that can affect adult participation in educational programs. Constraints are a multi-dimensional concept that encompasses groups of attributes, and these attributes are influenced by the understanding of the future student of the importance of these attributes. The influence of these signs on the behavior of participants changes according to individual characteristics and life circumstances [1].

One of the highlights of any successful curriculum is to remember the curriculum goal of the program. Do you want the learning experience to help develop new knowledge, understanding or awareness; that he provides training and practice for new skills or behavior; or do you want to try to change attitudes, values or priorities? Whatever the goal, it would be a good strategy to apply a combination of training methods to achieve the goal, because it will have a greater imprint on training. Please note that in the following list of training methods, each letter will be K, U, S, or A.

These letters indicate the educational method that is suitable for use in achieving the educational goal. An instructional method may be suitable for more than one instructional purpose.

K = Knowledge / Awareness U = Understanding

S = Skills / Behavior V = Evaluation / Priorities A = Attitude

Extra-curricular reading assignment

Adult students have a diverse level of education, experience, current circumstances and goals. One way to smooth out this diversity is to offer or to read in order to add at the individual level what the teacher can cover with the group. This gives students with great interest in the subject the flexibility to continue reading. Articles with current news or research materials related to the subject help make the topic more acceptable to the group. The purpose of extracurricular reading should be made clear to students, and should be followed by a group discussion. One of the drawbacks of the extracurricular reading assignment is that many adults do not have time or do not want to spend personal time reading extra things. K, U

Brainstorming

The purpose of a brain attack is to collect as many ideas or solutions to a problem as possible within a given time frame. Usually, when group members propose ideas, they are written down for the group to see how one idea can spark other ideas. Initially, it is not permitted to criticize anyone's idea. Sometimes an idea may sound ridiculous, but it may be the beginning of a practical solution. Once several ideas have been put forward, they can be critically analyzed by the whole group. Brainstorming is a great technique for revealing creativity, both in small and large groups.

Short Discussion Groups (Buzz Groups)

Discussion groups are useful when taking a discussion to large groups. The main group is divided into small groups of 3-6 people for a short time in order to discuss a topic or solve a problem. A person is selected who records the discussion and reports to the main group. Using this technique, the teacher should make the discussion group's goal clear by writing a problem or discussion question. This technique can be useful as a warm-up to allow people to get to know each other in small groups. The discussion group is most useful for situations where quick reaction in a simple task. It is also much better for raising problems than for solving them.

II. CASE STUDY

Through a case study, members of the group can be provided with written information about the actual situation, members of the group, in turn, can analyze various aspects of the problem and propose solutions. Case studies can be applied on an individual or group basis. Studying circumstances is valuable for developing critical thinking on the part of participants. They learn how to analyze the situation, offer a good working solution and understand the main problems involved in this situation.

Demonstration / Practice

Demonstration and practice are important for training requiring skill development. A good, step-by-step demonstration gives participants the opportunity to experience first-hand observation of how to conduct and implement the new method. Demonstrations can enrich learning, as two feelings are involved: when students are watching and listening. Careful planning of the demonstration will ensure that all necessary materials are at hand,

that there is enough time, space and equipment, and that the physical conditions will allow all students to see and hear well. In order for the demonstration to be effective, students must be able to practice the new skill and receive feedback on their performance shortly after the demonstration. Key steps should also be presented in writing to help the student conduct the new procedure themselves.

III. DISCUSSION

It is a technique for sharing knowledge, ideas and opinions about a subject in order to learn new information or solve a problem. For best results, groups should be limited to no more than six people. This will provide an opportunity for maximum participation. Like a buzzing group, discussion groups need a leader, a person who takes notes, a well-posed question or problem, and a report for the main group. Unlike the buzzing group, a deeper expected answer, therefore, usually requires a longer period of time. When deciding whether or not to apply the discussion as an educational technique, pay attention to the following:

- Is the problem or question really important for the group? Problems that relate to interpersonal relationships, farm work, and social issues are significant subjects for discussion.

- Is the problem suitable for the group? Age, gender, level of education, experience and training. These are several factors that should be addressed.

- Is the problem adapted to creative thinking? If there is no need to try different solutions or if everyone agrees with the information, there is no need to discuss this. In the same way, if students do not have previous knowledge of the subject, it is useless to expect that they will learn something from each other, revealing their knowledge and ideas.

- Is there enough time for effective discussion of the issue? If there is not enough time, it will not be possible to put forward real solutions, and the group will have a feeling of disappointment when they have not achieved anything.

Effective discussion requires adequate preparation, perhaps even more than with other training strategies [3].

Games and simulations (modeling)

Games and simulations are an experience-based exercise. Their use is based on the theory that we know differently (and maybe more) when we do it than when we are told. Also, when we relax in learning, the process of assimilation rises even more.

When considering games and simulation as an educational method, the following issues should be taken into account:

- How will an adult student respond to learning through games? Will they perceive this as an effective way of learning?

- How long is the game? Does explanation take a lot of time or rules and procedures? Is the amount of time allocated to the game reasonable in relation to the amount of knowledge gained?

- Is the subject theme maintained? In other words, does the game or imitation teach what it should teach?

- Is the game flexible enough to adapt to different learning opportunities and situations?

- Does winning require knowledge or luck?

- Is the competition friendly and does it foster good student relationships?

- Does the game help in the development of skill, knowledge, a better attitude to learning? Is it suitable for your purposes?

It is often difficult for adults to see the learning benefits of imitation or play. Your ability to plan their use and conduct this work when the student has more control over their own learning abilities will determine if you will use this type of learning strategy.

Assessment

Evaluation of adult education programs is very important. Although many may consider assessment to be the final stage of a training program, in fact often this is the beginning of a new and improved program for future study work [5].

Assessment can be determined in many ways, but the end result of any good assessment is to use the results of the assessment to improve future curricula.

What can be evaluated?

The components of the course, the work of the teacher, student expectations, equipment and other aspects of the entire educational process. Good assessment results can be used to improve teaching, to improve planning, to report to superiors and administrations, to decide on funding, to inform the public about a program, to approve program expansion, to continue or end programs, to determine if a new method is working or technique and to improve your own skill.

IV. CONCLUSION

As a conclusion we can say that, students should always be given the opportunity to contribute with their comments to assess the learning process. Their comments will often provide an effective basis for improving the presentation of the material and for good handling of the way in which the presentation of the material was made.

As well as, the introduction of innovative technologies should be based on market analysis, which allows determining the needs, volumes, target groups, competitors, etc. In each particular case, the uniqueness of the situation and conditions affects the choice of a learning organization strategy. However, we can highlight several general circumstances:

- Innovative learning technology should be well understood and supported by management;
- It should involve experts in this educational technology;
- The special development of software products and training materials that truly correspond to innovative technology is needed;
- various support systems for managing students are needed, as well as a communication system.

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