

Review Article

Specifics Of Language Teaching to Adults: Obstacles and Solutions.

Sitora Xasanova O'ktam qizi ¹ Umrzoq Mirsodiqov Erkin o'g'li ²¹ Samarkand Institute of Economics and Service, Teacher of the Department of Language Teaching² Student Samarkand Institute of Economics and Service**ABSTRACT:**

This article discusses the specific product and use of foreign language learning for adults. The adult audience, unlike children, clearly takes a responsible and serious approach to the process of language learning and sets itself some goals. The main obstacles that adults face in the process of language learning are time constraints, experience problems, and memory problems.

Keywords: *Language Learning Process, Psychological Problems, Motivation*

INTRODUCTION

In today's era of advanced digital technologies, learning and communicating in foreign languages is important not only for young people, but also for adults. For young people, learning foreign languages creates opportunities to study at foreign universities or win 100% scholarships. As for adults, many adults are also learning foreign languages to further develop their careers, cooperate with foreign countries, and communicate with partners. However, the process of teaching a language to adults is significantly different from the process of teaching children. Their thinking process, life experience, worldview, and time allocation directly affect the educational process. Therefore, choosing appropriate methods and techniques for adults in the process of language teaching, as well as applying them in practice, plays an important role. This article discusses the specific methods of teaching a language to adults and the obstacles they encounter in the process of teaching.

MAIN PART:

Youth is a period of rapid, effective and deep assimilation of knowledge. It is at this stage that learning a foreign language creates a solid foundation for a person's future life. Language skills are not just a skill in today's globalization environment, but the key to success. First of all, knowledge of a foreign language expands

educational opportunities. A language certificate is required to study at prestigious higher educational institutions of the world, to obtain international grants and scholarships. Especially now, due to globalization and labor migration, the need for adults to learn a second language is increasing. At the same time, identifying effective methods and individual approaches to language learning is an urgent task. One of the main difficulties in language learning in adults is the age-related nature of cognitive processes. Children's brains have high memorability, plasticity, and can quickly master new phonetics, grammatical structures and vocabulary. Adults often face the following problems:

- Difficulty in phonetic learning - adults have difficulty hearing and pronouncing new sounds. For example, many Uzbeks pronounce the English sound p incorrectly. This is due to the phonetic memory formed in the brain and the existing sound system of the native language.

- Mastering grammatical structures - adults have difficulty learning grammar, because they are adapted to the syntactic structure of their native language. For example, understanding the Present Perfect tense in English is very difficult for adults.

Corresponding author: Sitora Xasanova O'ktam qizi**Received:** 03 Mar 2026; **Accepted:** 07 Mar 2026; **Published:** 09 Mar 2026

Copyright © 2026 The Author(s): This work is licensed under a Creative Commons Attribution- Non-Commercial-No Derivatives 4.0 (CC BY-NC-ND 4.0) International License

- Difficulty in quickly memorizing vocabulary - adults have great difficulty memorizing new words and using them in context.

Research shows that young learners have a more efficient working memory than adults. Psychological factors also play a big role in language learning. Adults face the following psychological barriers: - Lack of motivation - adults may be less interested in dedicating time to language learning and continuous self-development. This is especially noticeable in working adults. Because adults have difficulty concentrating and are unable to engage in regular practice due to stress, fatigue, work and family obligations, and other issues. As a result, they avoid practicing a new language.

In particular, the lack of social conditions reduces the effectiveness of language learning. If there is no opportunity to use a new language in practice, the learning process becomes more difficult. Self-esteem and anxiety - mistakes in using a new language lead to a sense of shame and low self-esteem in adults. Therefore, they avoid practicing a new language.

Today, language skills open up great advantages and opportunities for adults in their professional activities. In today's developed era, specialists who know a foreign language are highly valued. International companies, the IT sector, tourism, marketing and business require knowledge of a foreign language and the ability to communicate fluently. For example, we can say that knowledge of English is one of the main requirements for working in large companies such as Google or Microsoft. So, language skills increase the competitiveness of a young person - an adult.

BASIC METHODS:

Creating a lesson plan based on the goals, language level and needs of each listener increases efficiency.

Also, linking lessons to real-life situations (job interviews, trips) accelerates the result. In addition, communicative skills are developed by increasing speaking, listening and role-playing exercises. Including organizing online and offline lessons, and using modern technologies in the lesson process, the language learning process is further facilitated. For example, the Duolingo platform, the Path of the Ibrat children, helps in regular practice and learning online lesson processes. Another important method in language learning is analyzing and working on mistakes, as well as self-control. The most important factors in teaching a language to adults are flexibility, practice and motivation.

CONCLUSION:

In conclusion, the process of teaching a language to adults should be organized based on pedagogical and psychological principles. The life experience of adult learners, the predominance of internal motivation and orientation to practical results are important factors in choosing the content and methodology of education. At the same time, factors such as lack of time, psychological barriers, fear of making mistakes and low speech stability can negatively affect the effectiveness of the learning process. It was found that an individual approach, the use of communicative methods, an increase in the share of practical exercises and the use of modern information and communication technologies in overcoming these barriers give high results. Also, creating a supportive psychological environment and developing independent learning skills accelerate the language acquisition process of adults. Therefore, teaching a language to adults requires a systematic, goal-oriented and scientifically based methodological approach. This approach is of great importance in increasing the effectiveness of education and achieving sustainable results.

REFERENCES

1. Ministry of Higher and Secondary Specialized Education of the Republic of

Uzbekistan. (2020). State educational standard for teaching foreign languages. Tashkent.

2. Jalolov, J. J. (2012). Methodology of teaching a foreign language. Tashkent: Teacher Publishing House.
3. Ganiyeva, D. S. (2012). Innovative methods of teaching English. Tashkent: TDPU Publishing House.
4. Telegram channel of the Information and Resource Center of the Samarkand Institute of Economics and Service
5. <https://devedu.uz/> website
6. Jordan, R. R. (1997). English for Academic Purposes: A Guide and Resource Book for Teachers, New York, Cambridge University Press
7. Cook, V.J. (1969). The Analogy between First and Second Language Learning. IRAL VII (3), 207-216.
8. Widdowson, H. (1983). Learning Purpose and Language Use, Oxford, England: Oxford
9. Lenneberg, E. H. (1967). Biological foundations of language. New York: John Wiley.