

TEN EFFECTIVE TIPS WHICH BRING TO EFFECTIVE ASSESSMENT IN TEACHING ADULTS

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Ключевые слова: интеграция языковых навыков, передаваемые навыки, аутентичный материал, асessment, альтернативные виды асessmentа.

Key words: integrating language skills, transferable skills, authentic materials, assessment, alternative assessment.

Teaching is hard job, which requires too much effort and knowledge. However, there are some differences in teaching children and adults. Teaching adult learners requires more professional and advanced teaching skills to provide quality education rather than teaching children. Thus, it is very essential here to understand adult's needs. If teaching reflects adults' needs, then final outcome will be successful. Possible solution is to ask learners what they need, and by analyzing, filtering the results reflect them to teaching process. This helps to overcome their fear, as they are busy individuals, who have too many things on their minds. These entire things make it difficult to concentrate, motivate and make them active learners. In this article, we are going to discuss some effective ways of motivating and engaging adult learners to active learning.

1. Adults are more practical, so they need information that can be applicable to their profession and they prefer to get some practical knowledge that will help to improve their transferable skills which can be used in real life situation. Thus, when teaching adults it is important to accommodate their needs and career goals. Empower them to work on their goals, and transfer tasks to their needs. However, do not forget to chunk the information. Chunking helps to remember information better, small bits are easier for adults to cover.

2. New concepts, approaches, methods are welcome to apply in teaching adults, so they should feel need to explore something new. As adult learners are not so much open-minded as children, they are usually resistant to changes. Their experiences, and already shaped background leads to rigidity, which is enemy of learning.

3. Research has shown that adult learning is most effective when it is relevant and meaningful. The best way is active learning, more integrating knowledge and skills. Place adult learners in situations which require authentic use of language in order to communicate. Aging effects learning, thus, adults tend to learn less rapidly with age. So, slower learning, and more integrating.

4. If we feel that our materials are not exciting, how will we motivate them? Get them involve into the real life situation. The best suggestion will be to use their personal experience as recourse. Adults have great experience, so encourage them to share and discuss their life experiences with each other. By doing this we create learning community, and make them interact. Come up with different situations or case studies, some tasks that are problematic. Encourage learners to look for and find solutions. Adults do not always remember the material. Thus, we link it with their experience, because they have

seen and done more and involve them in process; we bring them into active learning.

5. Adults decide whether they need learning or not. No one force them. It comes from their needs, in order to improve job skills or achieve professional growth. Their learning is voluntary. It is motivation that stands behind adult learning. In order to keep this motivation, do not give everything your course is going to be about. Keep some interesting points until time is right. No one reads a book if they know what will happen!

6. We know that children are very curious and eager to explore new things; adult learners also sometimes prefer construct knowledge in a way that is meaningful for them. For these reason, we have to implement all sorts of styles in teaching process. Research has shown that 83% of learning occurs visually. So, using videos, pictures, graphs, and different resources that can create perfect environment where adults are more likely to get inspired and find something that makes them to learn more.

7. Using humor. Humor will work great if you have some demotivated learners on your course. When it is fun, they will listen to the material carefully, to enjoy. You will never lose with using humor.

8. Adults have several different responsibilities: family, friends, and work. These multi-level responsibilities may cause some difficulties for adult to make room for learning. Because it is really hard for them to prioritize. We have to take this into consideration and design as flexible program as possible. Also, accommodate busy schedules. Emphasize on the practical knowledge. It is important to design a course that provides immediate relevancy and learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.

9. Keep in mind that adult learners have high expectations. They always want to be taught things that will be useful in their work. This is why it's important to create a course that will maximize their advantages, meet their individual needs and address all the learning challenges.

10. Do not forget that social media websites are powerful tool for collaboration, commenting and sharing. You can facilitate group discussions and communities. People will quickly start exchanging knowledge, and will also have fun, social media is fun!

So, talking about assessment: research has shown that adult learning is most effective when it is relevant and meaningful, and adult learners do better in courses where instructors use authentic situations which can be transferred to modern day experiences,

so that learners may have a great chance to integrate skills, like critical thinking, thought provoking, leadership and others to lead the course for maximum learner engagement and motivation. The best solution here is to use alternative assessment, which uses activities that reveal what learners can do with language, emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is performance based, it helps instructors emphasize that the point of language learning is communication for meaningful purposes. Alternative assessment methods work well in learner-centered classrooms because they are

based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods give learners opportunities to reflect on both their linguistic development and their learning processes (what helps them learn and what might help them learn better). Alternative assessment thus gives instructors a way to connect assessment with review of learning strategies.

In conclusion, assessment is one of the main parts in teaching and learning process. Good assessment brings to good learning, which has positive wash back on learners. If the course objectives are aligned with assessment, then the results are going to be positive.

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РЕЗЮМЕ

Ушбу мақолада билим олувчи катта ёшларда билим олувчиларни ўқитиш жараёнида юзага келиши мумкин бўлган баъзи зиддиятлар кўриб чиқилган. Бундан ташқари билим олувчиларнинг эҳтиёжларини назарда тутиш муҳимлиги таъкидлаб ўтилган. Шунингдек, мақолада тил ўрганиш жараёнига билим олувчиларни қизиқтириш ва тўғри баҳолашнинг бир канча эффектив турлари тавфсия этилган.

РЕЗЮМЕ

В статье рассматриваются проблемы, которые могут возникнуть при обучении взрослых учащихся. При обучении иностранным языкам важным является понимание нужд взрослых. Автор статьи предлагает несколько эффективных способов мотивации и оценивания взрослых учащихся для достижения активного изучения языка.

SUMMARY

The given article considers some problems that can occur in teaching adult learners. Moreover, it focuses on importance of understanding the needs of adults. The author of the article it suggests several effective ways of motivating and assessing adult learners to achieve active learning.

ТОЙ – ТӘРБИЯ ҚУРАЛЫ СЫПАТЫНДА

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Таянч сўзлар: тўй, тўйнинг хиллари, бахши, жиров, артист, тўйда хизмат қилиш, нама олиш, бош нама (нағма), шовқин, эшитиш органлари, бий, халқ назари, децибель.

Ключевые слова: свадьба, виды свадеб, бахсы, жырау, артист, обслуживание на свадьбе, заказы мелодии, слуховые органы, децибель, сход граждан, бий, взгляд народа.

Key words: wedding, kinds of wedding, narrator, jiraw, actor, to serve in the wedding, song competition, order of melody, organs of hearing, decibel, neighbourhood, authority, people's points of view.

Бүгинги күнде түске жакын ямаса кешки пайытларда ресторан яки кафениң жанынан өтсеңиз, ол жерлерде тойлардың басланып кеткенлигиниң гүўасы боласыз. Бул көринислер сизди еркисиз түрде куўанышқа бөлейди.

Хақыйкатында да, тек ғана халқы тоқшылықта жасап атырған уллы Өзбекстандай елге тойлар сөзсиз жарасады. Соның ушын да жасы үлкенлер, мейли ол үйде ямаса той-мерекелерде отырса да, өзлериниң пәтия-тилеклеринде «Илайым тойға жеткерсин», «Үйиңизде той бола берсин», «Тойға келгеймиз» деп өзлериниң ақ пәтияларын шын ықласы менен береді.

Халқымызда «Тойдың болғанынан, боладысы қызық» деген даналық гәплер бар. Себеби, ким

болыўына карамастан тойға барыўды хәўес етеди. «Тойдың сыртында болғаннан, ишинде болғанын» өзлеринше мақул деп есаплайды. Анығырақ етип айтқанда «Той десе – куў бас жумалайды».

Бизиң пикиримизше, той бул тәрбия қуралы ўазыйпасын да атқарады. Себеби, тойға тек ғана үлкен жастағылар емес, ал кишкене балалар да қатнасады. Олар тойға келип-кетиўшилердин өзлерин ушлап тутыўларын көреді, мийманлардың биреў-биреўи менен болған сәўбетлерине де кулақ түреді. Әсиресе, тойды саўыўға келген артистлер болса, кишкенелеримизди өзлерине «сыйқырлап» таслайды. Кишкенелеримизде үлкенлерге