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Research article

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### Application of andragogy principles in teaching foreign language (using English as the example)

**Abstract.** Developing methods and ways of teaching for adult learners is one of the main tasks in modern higher educational institutions and extended educational systems, because a specialist of the modern progressive society must be not only a professional in his field and possess a number of skills and abilities necessary for work, but be proficient in one or more foreign languages. However, in our experience many specialists neither speak a foreign language at all, nor know it at a high enough level to run professional operations in a foreign language, whether it is negotiating or writing a business letter. For this reason, this article analyses the works of many scientists studying the problems of andragogy, a science dealing with the specificities of adult education. Not only main negative psychological factors, interfering the effectiveness of foreign language learning by adults, are identified but also positive ones, among which there is a high degree of motivation and the ability to independently control their learning process, evaluate learning results. A teacher plays an important role in a learning process, whose main task is to plan a course so that adult learners can achieve by the end their goals and can apply their knowledge in practice. Therefore, various communicative methods in teaching adult learners are used to develop speaking, reading, listening and writing skills, as well as to form a number of competencies necessary for professional activities and process of communication in a foreign language. The main objective of this article is to find the effective ways, methods and strategies in teaching adult learners. The relevance of the study is explained by the need of specialists with a foreign language knowledge in the modern labor market; hence, a language learning by adults is highly demanded.

**Keywords:** andragogic approach, andragogy, adult learner, English language learning

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## Introduction

Globalization has a significant impact on education particularly on the way adults learn English language. Many adults from different cultures and countries seek English educators to enhance their English skills for various reasons, such as finding a job abroad, enhancing effective communication at work, improving social status or professional mobility.

Nowadays, it is far more frequent and popular to go back to school and continue one's education well after initial graduation. Thus, it is crucial to understand the principles of andragogy for teaching adults.

Just as pedagogy deals with learning in relation to children, andragogy seeks to understand the impact of education on adults and how to optimize instruction for the specific needs of this age group. Thus, educating them refers to techniques and practices optimized for effective teaching of adult learners, which is the ultimate goal of the corporate training and development sector.

Andragogy inspires educators to better connect learning experiences to what adult learners already know. Allowing for personal input, better pacing, and review and review of knowledge helps adults apply the knowledge they already have to new topics they face.

Although several studies have attempted to discuss the andragogy and its principles, only few studies investigate its implementation and the practical guidance on how to employ each characteristic in the teaching and learning process.

In accordance with difference between andragogy and pedagogy, it can be highlighted that there are several significant differences between andragogy and pedagogy.

In terms of learning orientation, children generally study to pass tests, whereas adults have specific reasons for their learning. The teaching and learning process in education is typically guided by educators, while adults often take a self-directed approach. Another difference lies in learners' experiences; children usually have fewer experiences compared to adults, who possess a wide range of life experiences. Readiness to learn also varies; children's readiness is influenced by educators' preparations, while adult learners are usually motivated by their desire to acquire new knowledge relevant to their lives. Finally, students' learning orientation differs: children often focus on curriculum content, while adult learners tend to be more self-directed in their studies.

The last is students' motivation. In this factor, the difference is visible because children tend to be extrinsically motivated while adults are more intrinsically motivated. Due to the differences in the way of adults and children learn, it is pivotal for educators to consider the six characteristics of andragogy when teaching adults.

## Literature Review

The term andragogy as used by several researchers is most closely associated with Malcolm Knowles, a teacher who had contributed immensely to the field of adult learning. Andragogy coined by a German educator named Alexander Knapp in the year 1833 which was later popularized by Knowles in the 1960s [1]. According to Knowles, andragogy is the art and science of adult learning, hence andragogy refers to formal and informal learning engagement by an adult [2].

Andragogy as a term is equivalent to pedagogy. Andragogy emanated from the Greek word "man-leading" while pedagogy means "child leading" [3]. In his study, Graham [4] affirms that Knowles was convinced that adult learning had to be self-driven. Rather than having teacher-centric education is, adult learning should be centered on the students and teach them the power of self-motivated learning.

Andragogy is anchored on the premise that educators coordinate the learning process and facilitate the acquisition of content by the learners. Robinson [5] notes that andragogy encourages the involvement of learners in their learning experiences and sets the parameters of those experiences.

Rather than following the traditional approach he emphasized the mutual engagement between the facilitator and the learner. Similarly, McCall [6] claimed that andragogy gives more attention to the learning process and internalizing the needs of the learners rather than the teaching process and the educators' delivery.

However, the vocal points of andragogy as originally developed by Eduard Lindeman and revised by Knowles [7], is based on six main assumptions:

- Adult learners need to know: Adult learners will always appreciate if they know the value of their learning and why they need to learn.
- Self-concept of the learners: Adult learners are self-directed, independent and autonomous in their learning.
- Experience of the adult learner: The prior experience of the adult learner is a huge repository of resources for learning. The adult learner is inclined to learn by drawing from their reservoir of experience.
- Adult readiness to learn: Adults at any point in time are ready to learn what they believe they need to know.
- Orientation to learning: The orientation to learning for any adult is to materialize for immediate use. Adult learning orientation is problem centered, life focused and learner-centered.
- Motivation to learn: The adult learner is more intrinsically motivated than extrinsically. They desire the value of learning.

In the field of pedagogical science, the philosophical and methodological foundations of adult education have been formulated, the initial provisions of andragogy have been developed and substantiated, and trends in the development of andragogic education of adults have been determined (Vasilkova T.A., S.G. Vershlovsky, Lindeman E.K., Mitina A.M. Knowles M., V.G. Onushkin, E.I. Ogarev, V.I. Podobed, D. Savichevich, Rachal L., Makatova Zh.A., Taubaeva Sh.T.). Ideas that emphasize the leading role of the individual in the development of society and his own personality, personal freedom, responsibility, and the intrinsic value of existence (A. Maslow, K. Rogers) had a significant influence on the development of andragogy.

### **Materials and Methods**

This study incorporates semi-systematic literature review, theoretical research methods (analysis of scientific literature, modeling, comparison, generalization); study and analysis of world and domestic experience in the field of androgogical education and empirical (questionnaire, interview, study of products of activity, study of documents, method of expert assessments), scientometric methods. Semi-systematic type of review is also known as a narrative review approach that is designed for reviewing different types of topics and these topics have been conducted by diverse groups or researchers. To find supported and relevant literature, keywords such as 'andragogy', 'pedagogy', and 'adult learning' had been utilized in order to reach information from various journals and databases. Using these keywords and selecting the publication year between 2014 and 2024, the researchers selected and reviewed relevant journal articles from a total of 16 thousand results. Articles were chosen for peer review due to the current issue, quality, relevance.

### **Discussion and Results**

Our analysis of studies and various publications covering the period 2014–2024 showed that lifelong learning was explained using different concepts based on the research area and trends. An overview of concepts related to lifelong learning can be found in Table 1. Analysis of those concepts revealed that the most prominent concepts were lifelong learning skills, lifelong learning competencies, and the three types of lifelong learning (formal, non-formal, and informal).

Table 1. Analysis of concepts related with lifelong learning

Concepts	Authors
Adult education	Mandal (2019); Tsatsaroni & Evans (2014)
Assessment	Matsumoto-Royo (2022)
Attitudes toward learning and individual lifelong learning behavior	Lavrijsen & Nicaise (2017)
Educational technology	Sen & Durak (2022)
Integrated framework of lifelong learning	James (2020); Panitsides (2014)
Learning achievements	Omirbayev (2021)
Lifelong learners	Bagnall (2017)
Lifelong learning competencies	Council of the European Union (2018); Grokholskyi et al. (2020); Kwan et al. (2017); Omirbayev (2021); Shin & Jun (2019)
Lifelong learning experience	Shin & Jun (2019)
Lifelong learning skills	Deveci (2022); Karataş et al. (2021); Moore & Shaffer (2017); Omirbayev (2021)
Lifelong learning tendencies	Matsumoto-Royo et al. (2022); Nacaroglu et al. (2021); Sen & Durak (2022)
Three types of lifelong learning (formal, nonformal, and informal)	do Nascimento et al. (2018); Walters et al. (2014); Yang et al. (2015); Yen et al. (2019); Yorozu (2017)

The following sections review different use of andragogy in teaching English and analyze their implementations to ensure professional mobility.

Researchers such as Scott, conducted a study of university students in literacy courses, and proposed that an andragogical approach to teaching and learning could potentially serve as a model for better literacy practices in education. Inquiry learning, which is one of the techniques in andragogy, can also be applied to junior high school students. Research conducted by Sinulingga shows that the inquiry learning model is applied to physical health lessons, showing better learning outcomes than direct learning. Determining the learning model in teaching and learning activities will help the success of students.

The application of andragogy principles to educators is also strengthened by research conducted by Anderson & Boutelier entitled to unite andragogy with the professionalism of adult performance in the teacher's initial preparation program. This research identified that the best way to support professional learning through andragogy is by applying skills, identifying growth, building relationships and flexibility. Teachers as learners in training, require the application of self-contained content with a collaborative process for immediate and sustainable effectiveness. The suggestion in this research for the success of the teacher preparation program in the future is to provide program instructors who are professional in andragogy and applied consistently in all program institutions so that they can support students to improve professionalism. Inquiry learning to build and support peer relationships is also emphasized in this study.

Key principles of andragogy include self-direction, prior experience, readiness to learn, immediacy of application, motivation, and problem-centered learning.

Lifelong learning and andragogy are closely intertwined concepts in the field of adult education. Andragogy, the method and practice of teaching adult learners, provides the theoretical foundation and practical strategies necessary for fostering a lifelong learning society.

The connection between lifelong learning and andragogy is evident in the way andragogical principles and practices underpin the development of a lifelong learning society. Andragogy provides the necessary theoretical and practical framework to support adult education, adapt to technological advancements, and contribute to economic and social development. The

role of andragogues is crucial in facilitating these processes, ensuring that adult learners can continuously acquire and apply new knowledge and skills throughout their lives.

*Using English language teaching as a means of professional mobility.*

It has been known that most the college students face problems in communicating in English, especially in non-English-speaking country. The main cause is the teacher failed in choosing the appropriate approach for students. Further, it is necessary to choose a proper approach for college students for teaching speaking skills. From a philosophical point of view, there are two sorts of teaching approaches. These are the andragogy and pedagogy approaches. Andragogy is used for adult learners, and pedagogy is used for young learners. Seen from their age, students at colleges are positively categorized into adult students.

*Strategies for effective teaching of English to adult learners for professional development.*

The study has implications for English language school educators' preparation, development, and support. By providing an overview of the what, why, and how of digital tool use for English language teaching, educators, school leadership, and professional development providers can develop a better level of awareness of how to prepare educators with the tools they need for the digital realities of schools. Therefore, ensuring they have the competencies required for teaching with technology. In addition, this study provides a model for understanding the context and subject-specific bidirectional relationship between tools, their affordances, and educators' professional tasks [8].

The andragogic approach to professional mobility through teaching English is an effective way of empowering adult learners to take control of their learning process. In teaching English, the principles of andragogy are particularly relevant because most adult learners have specific goals in mind when they decide to learn English. They want to improve their job prospects, communicate better with colleagues or clients, or simply enjoy traveling more confidently. By using an andragogic approach, educators can tailor their lessons to meet these specific needs and interests. Moreover, the use of technology in language learning has made it easier for adult learners to take control of their learning process. Online resources such as videos, podcasts, games, and social media platforms provide opportunities for self-directed learning outside the classroom.

Professional mobility is an essential goal for many language learners. The ability to communicate effectively in English can open doors to new job opportunities, career advancement, and international business relations. Andragogy, the teaching approach aimed at adult learners, can be a useful tool in facilitating professional mobility. Andragogy recognizes that adult learners have unique needs and motivations that differ from those of traditional students. To support professional mobility among language learners, andragogic strategies such as self-directed learning, experiential learning, and problem-based learning can be employed.

These methods allow adult learners to take control of their own learning process by setting goals and objectives that align with their career aspirations. Moreover, andragogy encourages active participation in the learning process. This approach emphasizes the importance of practical applications of knowledge gained through classroom instruction. By incorporating real-world scenarios into language instruction, learners can better understand how to apply their newly acquired skills in professional settings.

When it comes to teaching English for professional mobility, an andragogic approach is highly effective. This approach recognizes that adult learners have unique needs and preferences, and that they learn best when they are actively involved in the learning process. Therefore, principles of andragogy must be applied in teaching English for professional mobility.

Firstly, the teacher must recognize that adult learners are self-directed. They know what they want to learn and why they need to learn it. Therefore, educators should involve them in setting learning goals and objectives.

Secondly, adult learners bring a wealth of experience into the classroom. Educators should capitalize on this experience by creating opportunities for them to share their knowledge with each other.

Thirdly, adult learners prefer practical and relevant learning experiences. Therefore, educators should provide real-life examples and scenarios that relate to their professional contexts.

Fourthly, adult learners need a safe environment where they can take risks without fear of failure or embarrassment. Finally, educators must recognize that adult learners have different learning styles and preferences.

When it comes to teaching English to adults, an andragogic approach is essential for effective learning. This approach focuses on the learner as an adult with unique experiences, needs, and interests. Therefore, the methods and techniques for implementing an andragogic approach must consider this adult perspective. Firstly, educators must encourage learners to take responsibility for their own learning. This means involving them in setting goals, planning lessons and evaluating their progress. Secondly, educators should make use of learners' prior experiences by linking new concepts to what they already know.

Thirdly, an effective way of teaching English to adults is by facilitating group discussions where everyone participates.

Another technique is using authentic materials such as newspapers or magazines that are relevant to learners' interests or professions. Educators can also use simulations or role-plays that relate to real-life situations as a way of practicing language skills. In conclusion, an andragogic approach recognizes that adults have different motivations for learning English compared to children. The adoption of an andragogic approach to professional mobility through teaching English presents both challenges and benefits.

One challenge is the need for educators to shift their mindset from a traditional teacher-centered approach to a learner-centered one. This requires educators to become facilitators, creating a supportive learning environment that encourages learners to take responsibility for their own learning. However, the benefits of adopting an andragogic approach are numerous. Learners are empowered to take ownership of their learning process, which leads to increased motivation and engagement. Additionally, learners can apply what they learn in real-life situations, increasing the relevance and practicality of the skills they acquire. Moreover, an andragogic approach promotes lifelong learning by emphasizing critical thinking, problem-solving skills, and self-reflection. These skills are essential for individuals who wish to be competitive in today's rapidly changing job market. In conclusion, although there may be challenges associated with adopting an andragogic approach to professional mobility through teaching English, the benefits outweigh them by far.

One of the most effective ways to understand how the andragogic approach can be applied in teaching English for professional mobility is through case studies or examples of successful implementation.

One such example is the "English for Work" program in Australia, which aims to develop the language skills of adult learners so that they can succeed in their chosen profession. The program uses a range of andragogic techniques, such as collaborative learning, problem-based learning, and self-directed learning, to engage learners and ensure that they are actively involved in their own learning process. Another example comes from the United States, where many community colleges offer courses in English for specific purposes (ESP) that are designed to meet the needs of adult learners who are seeking employment or career advancement. These courses use an andragogic approach that emphasizes learner autonomy and encourages students to take responsibility for their own learning. As a result, many students have been able to improve their English language skills and find better-paying jobs or advance in their current careers.

The future prospects of incorporating andragogy in language learning programs aimed at enhancing professional mobility through English proficiency are promising. Andragogy, which is a teaching approach geared towards adult learners, recognizes the unique needs and motivations of adult learners and emphasizes learner autonomy, active participation, relevance, and practicality. This approach can be particularly effective for professionals who need to learn English as a second language to advance their careers or achieve international mobility.

Incorporating andragogy in language learning programs can help learners acquire the specific linguistic skills and cultural knowledge needed for their professions.

In conclusion, an andragogic approach to teaching English can empower language learners with the skills necessary for professional mobility.

Discussion. The results of our review showed that theoretical papers, such as reports, policy document, and lifelong learning concepts were generally much more extensive than empirical studies. Despite attempts to formulate new lifelong learning theories and apply existing ones, researchers have yet to develop a strong theory of lifelong learning. Consistent with the results of our systematic review is Steffens (2015) assertion that no single theory of learning can adequately account for all types of lifelong learning.

The prior studies' use of lifelong learning concepts can be the basis for further studies to build comprehensive theoretical frameworks in line with the current situation. This study's concept analysis identified lifelong learning skills; lifelong learning competencies; and formal, nonformal, and informal learning as the most salient concepts.

The concept of andragogy as applied to the teaching and learning of adult learners has history that dates back to some decades. Issues with andragogy in relations to adult learners remain one of the major discussions in the field of adult learning [9]. Concerns about meeting the literacy needs, integration, and social inclusion of adult learners in yielding the desired results in developed countries, with many currently acquiring the needed content knowledge.

Andragogy is a method that specifically focuses on supporting adults' learning addressing several characteristics of adult learning [10]. From the result section, it can be highlighted that the six principles of Andragogy can be applicable in designing teaching and learning materials, teaching methods, and assignments.

It can be also pointed out that andragogy has six assumptions in describing adult learners' characteristics:

- 1) An adult is someone who has an independent self-construction (self-concept);
- 2) An Adult has more experience than children (experience);
- 3) An adult has a readiness to learn (readiness to learn);
- 4) An adult is highly affected by internal motivation than external motivation (motivation);
- 5) An adult often knows the reason why he/she learns something (need to know);
- 6) An adult is a problem-centered rather than subject-centered (problem center learning).

Similarly, Hughes and Quinn [11] argue that there are several general characteristics of adult learning:

- 1) The process of adults' learning is continuing, not starting;
- 2) Adults have a set of experiences;
- 3) Adults have knowledge and values;
- 4) Adults have aspirations and intentions in situational learning;
- 5) Adults have learning expectations;
- 6) Adults have a competing interest;
- 7) Adults employ phase of learning. The way scholars classify these characteristics may seem different but these actually imply similar meaning and characters.

Based on the results of the researcher's analysis of various research results conducted in the last 7 (seven) years related to the implementation of andragogy principles in adult education in various educational settings in society, the researchers found that there was significant consistency in the studies conducted. A number of studies have shown that the use of appropriate andragogical methods in the learning process for adults can improve learning outcomes, optimize the potential of students, and lead to the achievement of the expected learning goals. In fact, a study mentions that inquiry techniques, which are thick with andragogical learning, can also be applied to junior high school students and show better learning outcomes than direct/traditional learning.

Other studies have also shown that the implications of andragogy in adult education are not rigid. The key to hope in andragogy is to practice compassion and caring ethics, value

learning across the spectrum of formal, non-formal and informal contexts, support and activate society as a learning ecosystem, recognize lifelong learning as a human right regardless of age and status, starting from the assumption and respect for the social and collective nature of learning and regard networks as a means of action and learning. Integration and support from all parties, including tutors/facilitators, students, managers of educational institutions and even the government, is indispensable in the implementation of andragogy for adult education. Overall, the research results reviewed support the positive influence of the implementation of andragogical principles in various settings of adult education in society. However, further research is needed to further strengthen the concept of andragogy, andragogy development and innovation, as well as broaden our insights about the application of andragogy in a broader scheme. Future research in the field of andragogy will provide stronger evidence and can serve as a guide for andragogy practitioners in various educational settings, both formal and non-formal. The approach and application of andragogy in non-formal learning will foster students' learning motivation because it is planned together, and facilitates understanding in the learning process because it is based on the experiences of students.

A study on the application of andragogy in education was carried out by Danial who conducted research using a descriptive qualitative approach regarding the application of andragogy principles in life skills education programs to increase the resilience of entrepreneurs conducted at a course and training institution sewing department. The first thing the institution manager does is identify the needs of students to find out their learning goals and targets for attending the tailoring course. Identification of needs is also needed to plan and solve problems that occur when students experience difficulties. The institution also prepares a comfortable room, in addition to facilitating students with adequate facilities, allowing them to freely express their sewing experience and review problems and solutions in every meeting. Student experience is a source of learning. The format of learning in this institution is 70% practice and 30% theory. Evaluation is carried out by institutions with competency tests after students have completed each level. Evaluation is carried out to determine the knowledge and skills of students. The results of applying the principles of andragogy in course and training institutions can make the learning process comfortable, students are free to express themselves and experience and can increase the resilience of students to become skilled and reliable entrepreneurs.

### **Conclusion**

Andragogy is a learning theory discussing the way to assist adults in learning. This study has explored the concept of Andragogy, reviewed its six characteristics, and provided several suggested implications on how to apply its characteristics in the teaching and learning processes. The suggested applications of the principle of andragogy have also adjusted to the teaching process of current pandemic situations. Many researchers have studied the implication of andragogy, but only a few studies discuss how to apply each six principles in both face-to-face and virtual teaching and learning processes. The implication of six characteristics of Andragogy, furthermore, can be integrated in teaching methods, designing learning materials, and structuring the assignments for supporting adults learning. The difference between Andragogy and Pedagogy as well as the direction for future research have also been discussed. The main differences of these two learning theories can be highlighted from the six characteristics of andragogy: learning experiences, learning orientation, learners' self-concept, readiness to learn, motivation, and students' orientation. Further study that primarily focuses on the implementation of six assumptions for English Language Learners (ELLs) in an English as a Foreign Language (EFL) context need to be conducted in order to provide more practical and meaningful implications for educators teaching adult learners in teaching.

In the 21st century, we all need to be lifelong learners. Our world is changing around us in such a frantic pace that if we do not continue to grow and develop; we will soon be left behind. We need to keep our skills sharp and up to date so that we have an edge in all we do. In conclusion, higher education is undertaking the important function to diffuse civilization, train talents,



innovate science and technology and cater for the society which take on the lofty and divine mission in the construction of life-long education system. Higher education must emancipate the mind, change the idea to cultivate high quality talents who possess solid foundation, innovative thinking and practice ability.

Literature research results to understand the implications of applying the principles of andragogy in various educational settings in society show positive findings. The results of the researcher's analysis of the research results show that the application of andragogy principles in adult education can increase resilience, learning motivation, facilitate understanding in the learning process and be able to improve better learning outcomes. It should be noted that the teacher's ability to manage learning also affects the competence of students to achieve the expected competency standards.

Educators must understand the principles of both pedagogy and andragogy so that the strategies used in the learning process are in accordance with the conditions and characteristics of their students. This understanding is very necessary to produce competent student outcomes in accordance with predetermined learning objectives. The role of the government is also needed regarding policies in the development of adult learning. This literature review provides a basis for the development of further research related to the application of andragogy in adult learning. The various methods used in the studies studied, the variability of the subjects and the responses of the research subjects have a role in the research results. Suggestions for future researchers, is that a good instrument needs to be developed to be able to measure the implications of andragogy appropriately so that the results of the study can empirically become a solid guide for practitioners. In addition, much needed research development and innovation in andragogy. Because the learning needs of adults are getting bigger along with the times and the complexity of life's problems.

The authors of this article encourage discussions in universities of how using andragogy advances adult learning. Moreover, it is hoped that the andragogical approaches identified in the article will serve as examples that can be used to expand the learning outcomes of adult learners.

#### **Conflict of interest**

There is no conflict of interest for the article.

#### **Contribution of the authors**

Abetova D.S. – concept creation, collection and analysis of theoretical materials. Kontek A.M. and Arinova D.Kh. – collection and analysis of theoretical materials, synthesis of research results.

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### **Применение принципов андрагогики при обучении иностранному языку (на примере английского языка)**

**Аннотация.** Разработка методов и способов обучения взрослой аудитории является одной из главных задач современных высших учебных заведений и систем дополнительного образования, ведь в современном прогрессивном обществе специалист должен быть не только профессионалом в своей области и обладать рядом необходимых для работы навыков и умений, но и владеть одним или несколькими иностранными языками. Однако современные реалии показывают, что большинство специалистов либо вовсе не владеет иностранным языком, либо знает его на недостаточно высоком уровне для осуществления профессиональной деятельности на иностранном языке, будь то ведение переговоров или написание делового письма. По этой причине в данной статье были проанализированы работы многих авторов, изучающих проблемы андрагогики – науки, занимающийся спецификой обучения взрослых. Нами были выявлены не только основные психологические факторы, препятствующие эффективному изучению иностранных языков взрослыми, но и положительные, среди которых можно назвать высокую степень мотивации и способность самостоятельно контролировать свой процесс обучения, оценивать результаты обучения. Немаловажную роль в процессе обучения играет сам преподаватель, основной задачей которого является планирование курса таким образом, чтобы обучающиеся по окончании курса достигли поставленной цели и могли применить свои знания на практике. Поэтому в обучении взрослой аудитории применяются различные коммуникативные методы, позволяющие развить навыки говорения, чтения, аудирования и письма, а также сформировать ряд компетенций, необходимых для профессиональной деятельности и процесса коммуникации на иностранном языке. Основной целью данного исследования является выявление основных эффективных способов, методов и стратегий в обучении взрослой аудитории. Актуальность исследования выражается в том, что на современном рынке труда недостаточно много специалистов со знанием иностранного языка, отсюда и высокий спрос на его изучение взрослой аудиторией.

**Ключевые слова:** андрагогический подход, андрагогика, взрослый студент, изучение английского языка.

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### Шет тілін оқытуда андрагогия принциптерін қолдану (ағылшын тілі негізінде)

**Аңдатпа.** Ересек аудиторияны оқытудың әдістері мен әдістерін әзірлеу қазіргі жоғары оқу орындары мен қосымша білім беру жүйелерінің негізгі міндеттерінің бірі болып табылады, өйткені қазіргі прогрессивті қоғамда маман өз саласының кәсіби маманы болып қана қоймай, бірқатар дағдыларға ие болуы және жұмысқа қажетті қабілеттерді, сонымен қатар бір немесе бірнеше шет тілдерін меңгеруі керек. Дегенмен, қазіргі заманғы шындық мамандардың көпшілігінің не шет тілін мүлдем білмейтінін немесе келіссөздер немесе іскерлік хат жазу сияқты кәсіби қызметті шет тілінде жүзеге асыру үшін жеткілікті жоғары деңгейде білмейтінін көрсетеді. Осы себепті бұл мақалада андрагогика мәселелерін зерттейтін көптеген авторлардың еңбектері талданды - ересектерді оқыту ерекшеліктерімен айналысатын ғылым. Біз ересектердің шет тілдерін тиімді меңгеруіне кедергі келтіретін негізгі психологиялық факторларды ғана емес, сонымен қатар оң факторларды да анықтадық, олардың ішінде мотивацияның жоғары деңгейі және оқу процесін өз бетінше басқару және оқу нәтижелерін бағалау мүмкіндігі бар. Оқыту процесінде маңызды рөлді оқытушының өзі атқарады, оның негізгі міндеті – курстың соңында студенттер өз мақсатына жететіндей және алған білімдерін практикада қолдана алатындай курсты жоспарлау. Сондықтан ересек аудиторияны оқытуда сөйлеу, оқу, тыңдау және жазу дағдыларын дамыту үшін, сонымен қатар кәсіби іс-әрекетке және шет тілінде қарым-қатынас процесіне қажетті бірқатар құзыреттерді қалыптастыру үшін әртүрлі қарым-қатынас әдістері қолданылады. Бұл зерттеудің негізгі мақсаты – ересек аудиторияны оқытудың негізгі тиімді жолдарын, әдістерін және стратегияларын анықтау. Зерттеудің өзектілігі қазіргі еңбек нарығында шет тілін білетін мамандардың жеткіліксіздігінде, сондықтан ересектердің оны үйренуге деген сұранысының жоғары екендігінде.

**Түйін сөздер:** андрагогикалық тәсіл, андрагогика, ересек оқушы, ағылшын тілін үйрену.

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