

THE EFFECTIVE WAYS OF APPLYING INNOVATIVE METHODS CONSIDERING AGE DIFFERENCE IN TEACHING AND LEARNING ENGLISH LANGUAGE

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***Abstract.** There are a lot of factors that may influence to the learning process. One of them is age which makes teachers approach differently to the teaching process as people acquire knowledge differently in different ages. This study evaluates the age effects on foreign language pronunciation and grammatical rules learning due to a difference between adults and children as English language learners in terms of the perspective of interaction theory.*

***Key words.** Major difference, a second language, growth attitude, innovative teaching.*

Nowdays learning English is very important. We use English in all areas, so everyone wants to get good at this language. But is language learning related to age? This question is of course of interest to many, including me. Why do adults learn differently than children? The self-directed nature of adult learning ties into a major difference between adults and children - their motivation for learning. Children are usually motivated by external pressures and the consequences of failure. Children are also usually told what they need to do in order to work their way up to the next level. Adults need to know why to learn something; as soon as they answer this question, they are ready to start. Children, on the other hand, are usually told what to learn; the reason behind their learning developing their skills to achieve the next level of mastery.

Numerous studies have been conducted to compare the language acquisition skills of adults and children who are learning English as a second language. According to some theories and data, children tend to learn foreign languages more quickly than adults, despite the fact that some other researchers found that adults can learn languages just as well as or better than children in particular situations.

Adults can acquire English as a foreign language more effectively under controlled circumstances, according to linguistic specialists.

Children are still acquiring these talents and are still learning the rudiments of their own first language. Schmidt (1990) asserts that for adults, taking linguistic structure into account is crucial for success in language learning, whereas Dekeyser (2000) claims that youngsters never notice or, at the very least, don't continually take linguistic structure into account. Then, it can be argued that there is a significant difference between adults and children if adults succeed in learning a language by paying attention to verbal ability and awareness of grammatical structures while children do not (Bley-Vroman, 1990; 2009; Dekeyser and Larson-Hall, 2005). It is true that kids pronounce words more clearly because they are good at copying new sounds. We often teach participants over the age of 30 and we have a lot of clients who are in their 40s and 50s if not older. This means it is quite common for us to hear comments such as "It's more difficult because I'm older" or "I am too old to learn English".

Children have lower standards of fluency due to their smaller vocabulary sizes and simpler syntax than adults, whereas adult communication is more complex because it must be used in a wider range of contexts, requiring greater language proficiency and vocabulary knowledge. Children outclass adults in their ability to unconsciously learn new language rules, which means through passive exposure without awareness as to what they are learning. In contrast, adults outperform children in their ability to learn under awareness. We also did some research on this topic. This shows that learning English well is not just about age. Therefore, creative teaching methods begin with a growth attitude. We note areas for development. We devote time to researching and formulating more effective teaching methods for our pupils. We invent new things or modify tried-and-true techniques. Learning can be facilitated and improved through the use of creative teaching methods in the classroom. An iterative approach that will help teachers promote learning to support student growth is the testing of various teaching methods in the classroom.

Using innovative teaching strategies in the classroom can make learning easier and more effective. The best way to encourage students to acquire language is using authentic sources which is necessary for all ages as Thornbury (1999) stated, absence of authentic sources noticeably demotivate learners. Moreover, authentic materials provide learners with pragmatic awareness which can be useful for their speaking skill and thinking in English. Isihara and Cohen (2010) mentioned that it is complicated to achieve native like speaking without pragmatic awareness.

Experimenting with diverse strategies in the classroom is an iterative process that will assist teachers in promoting learning to encourage student growth. It's not necessary to use the most advanced technology in the classroom in order to employ innovative teaching techniques. Instead, innovative teaching involves proactively implementing new pedagogical approaches and techniques in the classroom.. So, all students understood each method differently, therefore, a method useful to everyone has not yet been clearly found, which is the reason for our further search. Our research has shown that teaching young people the old methods today is boring and does not work.

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