

ISSN: 2181-4066

DOI Journal 10.56017/2181-4066

VOLUME I, ISSUE 12



JOURNAL OF PEDAGOGICAL AND PSYCHOLOGICAL STUDIES

ПЕДАГОГИК ВА ПСИХОЛОГИК ТАДҚИҚОТЛАР

**ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ
ИССЛЕДОВАНИЯ**



IMFAKTOR

DECEMBER | 2023

ISSN: 2181-4066
DOI Journal 10.56017/2181-4066

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I-ЖИЛД, 12-СОН

ПСИХОЛОГИЧЕСКИХ И ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЙ

ТОМ-I, НОМЕР-12

PEDAGOGICAL AND PSYCHOLOGICAL STUDIES

VOLUME-I, ISSUE-12

ТОШКЕНТ - 2023

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ПСИХОЛОГИЧЕСКИХ И ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЙ | PEDAGOGICAL AND PSYCHOLOGICAL STUDIES

№ 12 (2023) DOI <http://dx.doi.org/10.56017/2181-4066-2023-12>

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“Педагогик ва психологик тадқиқотлар” журнали 2022 йил 22 декабрь куни № 054834-сонли гувоҳнома билан оммавий ахборот воситаси сифатида давлат рўйхатидан ўтказилган. Мазкур журнал 6 та халқаро маълумотлар базаларида индексланган бўлиб, жорий йил учун **UIF 2023 = 8.2** “импакт-фактор” кўрсаткичига эга.

Ўзбекистон Республикаси Олий таълим, фан ва инновациялар вазирлиги ҳузуридаги Олий аттестация комиссиясининг 2023 йил 24 июлдаги 01-02/1199-сонли хатига мувофиқ ушбу журналда чоп этилган мақолалар **хорижий мақолалар сифатида тан олинади**.

Саҳифаловчи\Page Maker\Верстка: Абдурахмон Хасанов

Таҳририят манзили: Тошкент шаҳар, Учтепа тумани, “Ватан” МФЙ, Чилонзор 24-мавзеси, 2/27-уй. Почта индекси 100152. Веб-сайт: www.imfaktor.uz/com

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<https://doi.org/10.5281/zenodo.10432900>

TEACHING READING AND WRITING TO ADULT LEARNERS

ANNOTATION

The teaching of literacy, especially reading, to adults using research-based information. This article discusses literacy as the mastery of graphics technology. Reading and writing are foundational skills that empower individuals to communicate, learn, and participate fully in society. For adults who face challenges in these areas, mastering these skills can be transformative. This work permits literates to generate and access massive collections of knowledge; to analyze and synthesize discrete information into coherent bodies of knowledge; and to perform complex procedures with accuracy and efficiency.

Key words: teaching of literacy, research-based information, foundational skills, transformative, massive collections, discrete information, coherent bodies.

VOYAGA YETGAN TALABALAR UCHUN O'QISH VA YOZISHNI O'RGANISH

ANNOTATSIYA

Yoshi kattalarga bilan o'qish va yozish savodxonlikni o'rgatish, ayniqsa o'qishni o'rgatish tadqiqotga asos bo'la oladigan ma'lumot hisoblanadi. Ushbu maqolada o'qish va yozish savodxonlik grafik texnologiyasini egallash haqida ma'lumot beriladi. O'qish va yozish insonlarga muloqot qilish, o'rganish va jamiyatda to'liq ishtirok etish imkonini beradigan asosiy ko'nikmalardandir. Ushbu sohalarda qiyinchiliklarga duch kelgan yoshi kattalar uchun bu ko'nikmalarni o'zlashtirish biroz murakkab va o'zgaruvchan bo'lishi mumkin. Bu maqolada o'qish va yozish savodxonligi bilan shug'ullanayotgan yoshi kattalar uchun qulay va foydali bo'lgan ko'nikmalar to'plamlarini yaratish va ulardan foydalanish imkonini, shu bilan birga diskret axborotni izchil tahlil qilish va sintez qilish va murakkab protseduralarni aniq va samarali bajarish imkoniyatlari ko'rib chiqiladi.

Kalit so'zlar: savodxonlikni o'rgatish, tadqiqotga asoslangan ma'lumotlar, asosiy ko'nikmalari, transformativ, massiv to'plamlar, diskret ma'lumotlar, izchil jismlar.

ОБУЧЕНИЕ ЧТЕНИЮ И ПИСЬМУ ДЛЯ ВЗРОСЛЫХ УЧАЩИХСЯ

АННОТАЦИЯ

Обучение взрослых грамотности, особенно чтению, с использованием информации, основанной на исследованиях. В данной статье рассматривается грамотность как владение графической техникой. Чтение и письмо являются основополагающими навыками, которые позволяют людям общаться, учиться и полноценно участвовать в жизни общества. Для взрослых, которые сталкиваются с проблемами в этих областях, овладение этими навыками может иметь решающее значение. Эта работа позволяет грамотным людям создавать и получать доступ к огромным коллекциям знаний; анализировать и синтезировать дискретную информацию в связанные массивы знаний; и выполнять сложные процедуры с точностью и эффективностью.

Ключевые слова: обучение грамотности, научно-обоснованная информация, базовые навыки, трансформация, массивные коллекции, дискретная информация, связанные тела.

Like the teaching of reading to children, the teaching of reading to adults has many controversies. The same debates rage about the "whole language approach" versus the "word recognition", "decoding", or "phonics" approach in the field of adult reading as in the teaching of reading to children¹⁰. Additionally, there are debates about the purposes of teaching adults to read, generally framed in the larger context of teaching literacy. Some argue for literacy for "empowerment," "giving voice," or stimulating "critical awareness" while eschewing reading (literacy) instruction that is "technical," that is, aimed at teaching reading "merely" as a cognitive task [1].

Teaching reading and writing to adult learners involves tailored strategies that acknowledge their unique needs and experiences. Here are some effective approaches for educators aiming to unlock literacy in adult students:

- *Understanding Individual Needs:* Every adult learner comes with a distinct set of experiences, strengths, and challenges. Understanding their backgrounds, literacy levels, and goals is crucial in developing personalized learning plans. Some learners may have basic reading skills but struggle with comprehension, while others might require starting from scratch. Assessments, interviews, and observations can help educators tailor their teaching methods accordingly.

- *Creating a Supportive Environment:* Creating a supportive and encouraging classroom environment is paramount. Many adult learners might have had negative experiences with education in the past, leading to insecurity or fear of failure. Establishing a safe space where mistakes are viewed as learning opportunities can boost confidence and motivation.

- *Utilizing Multisensory Approaches:* Engaging multiple senses can enhance learning. Incorporating visual aids, auditory tools, hands-on activities, and interactive exercises helps cater to various learning styles. For instance, using visual cues like charts, graphs, and illustrations can reinforce understanding, especially for those with visual learning preferences.

- *Contextualizing Learning:* Relating reading and writing tasks to real-life situations fosters relevance and practical application. Utilizing materials such as newspapers, job applications, or everyday texts allows learners to connect their learning directly to their lives. This contextual approach not only enhances understanding but also increases motivation.

- *Implementing Phonics and Vocabulary Building:* For those starting from the basics, phonics instruction forms a crucial foundation. Teaching letter-sound relationships and decoding strategies enables learners to tackle unfamiliar words. Building vocabulary through varied activities such as word games, contextual reading, and vocabulary journals strengthens language skills and comprehension.

- *Emphasizing Reading Comprehension Strategies:* Reading isn't just about decoding words; understanding content is equally important. Teaching comprehension strategies like summarizing, predicting, questioning, and making connections aids in deeper understanding. Encouraging discussions and reflections on reading material enhances critical thinking and analysis.

- *Providing Ongoing Support and Feedback:* Continuous support and constructive feedback are vital for adult learners. Regular check-ins, individualized feedback, and tracking progress foster a sense of accomplishment and motivation. Encouraging peer support and mentoring can also create a supportive learning community.

- *Incorporating Technology:* In today's digital age, leveraging technology can be highly effective. Utilizing educational apps, online resources, and interactive tools can supplement traditional teaching methods. Incorporating technology aligns with real-world literacy demands and can engage tech-savvy learners.

Consider that adults who are learning to read enter into the instructional setting with some considerable past history of learning. They have the capacity to learn and to problem solve in real world settings of more or less complexity. They have a knowledge base that includes the English language, both lexicon and syntax and the pragmatics of use of the language. Their lexical/semantic knowledge may be limited in relation to more literate age peers, though most will have been through several years of formal education [4].

Most adult reading learners in our literate society already possess some knowledge of the functional uses of written language and other graphic devices such as books, forms, bus schedules and so forth. But they may need to develop this understanding in greater breadth and depth. Greater "breadth" means that the more tasks a person can perform in various domains of knowledge involving the use of graphics technology and symbolic systems the more "generally literate" the person is. Greater "depth" means that the person can perform a literacy task or a set of literacy tasks more efficiently and with better quality at one time than at an earlier time. Most of the adults encountered in adult basic education programs will have much practical knowledge of the world.

It is particularly advantageous to teach reading by introducing learners to writing. This is a useful way of further clarifying the fact that the alphabet is a graphic technology for representing spoken language. In writing, ideas are first expressed (encoded) in spoken form and then recoded into written form. This emphasizes the importance of meaning in reading by helping learners understand that just as in writing, wherein one starts with meaning, in reading one aims to end up with meaning [2].

The importance of meaning in both writing and reading can be introduced by first having students represent their thoughts in a non-language-based graphics technology - pictures. For instance, a learner may be asked to draw a picture illustrating the sentence, "The car stopped at the crosswalk." This teaches that¹ meanings, thoughts, or, more generally, knowledge comes first, and knowledge² can be represented using graphics technology. This understanding can be extended to explain that, just as drawings may represent knowledge expressed in the spoken language, the written language is a form of "drawing" that can represent the spoken language [3].

By thinking of writing and reading together as the use of graphics technology for producing and communicating knowledge (meaning), the issue of whether reading is best thought of as a "bottom-up" or a "top-down" process is addressed¹⁰. Clearly, in writing, the goal is always to construct and communicate knowledge, and that entails the formulation of a plan for communicating and the possession of knowledge that can be represented first in the spoken language and then in the written language⁴. Thus, the representation process proceeds from the "top-down." But just as one cannot comprehend spoken language without attending to what is being said, one cannot comprehend the written language without first looking at the graphic display, and therefore reading entails processing that is "bottom-up."

It may be important to teach the adult new reader that the goal of reading is to use the written word to construct meaning, as in some of the "whole language" approaches.

This may be necessary because the attention needed to learn the written code may cause the learner to concentrate so much on the decoding process that insufficient attention is given to trying to understand the message.

Teaching reading and writing to adults is a rewarding endeavor that requires patience, empathy, and tailored strategies. Empowering adults with strong literacy skills not only enhances their personal and professional lives but also contributes to their overall confidence and well-being. By employing diverse and adaptive teaching methods, educators can unlock the doors to literacy and open new pathways for adult learners.

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ISSN: 2181-4066
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PEDAGOGICAL AND PSYCHOLOGICAL STUDIES

VOLUME-I, ISSUE-12

«Педагогик ва психологик тадқиқотлар» электрон журнали 2022 йил 22 декабрь куни № 054834-сонли гувоҳнома билан оммавий ахборот воситаси сифатида давлат рўйхатидан ўтказилган.

Муассис: «IMFAKTOR Pages» масъулияти чекланган жамияти.

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