

ADAPTING AND DESIGNING TEACHING MATERIALS ACCORDING TO AGE FEATURE

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Abstract. *This article explores the critical role of age-specific characteristics in the design and adaptation of English language teaching materials. It examines how pedagogical resources must evolve to meet the shifting cognitive, social, and physiological needs of learners as they transition from childhood to adulthood. By analyzing established guidelines for material development and differentiated instruction, the study identifies key factors—such as attention span, abstract reasoning, and prior knowledge—that dictate material efficacy. The findings suggest that effective materials are not static but must be personalized to lower the affective filter and increase learner autonomy.*

Keywords: *Materials design, age features, differentiated instruction, pedagogical adaptation, learner autonomy.*

Аннотация. *В данной статье исследуется критическая роль возрастных особенностей при проектировании и адаптации материалов для обучения английскому языку. Рассматривается, как педагогические ресурсы должны развиваться, чтобы соответствовать меняющимся когнитивным, социальным и физиологическим потребностям учащихся при переходе от детства к зрелости. Анализируя установленные принципы разработки материалов и дифференцированного обучения, исследование выявляет ключевые факторы, такие как объем внимания и абстрактное мышление, определяющие эффективность материалов.*

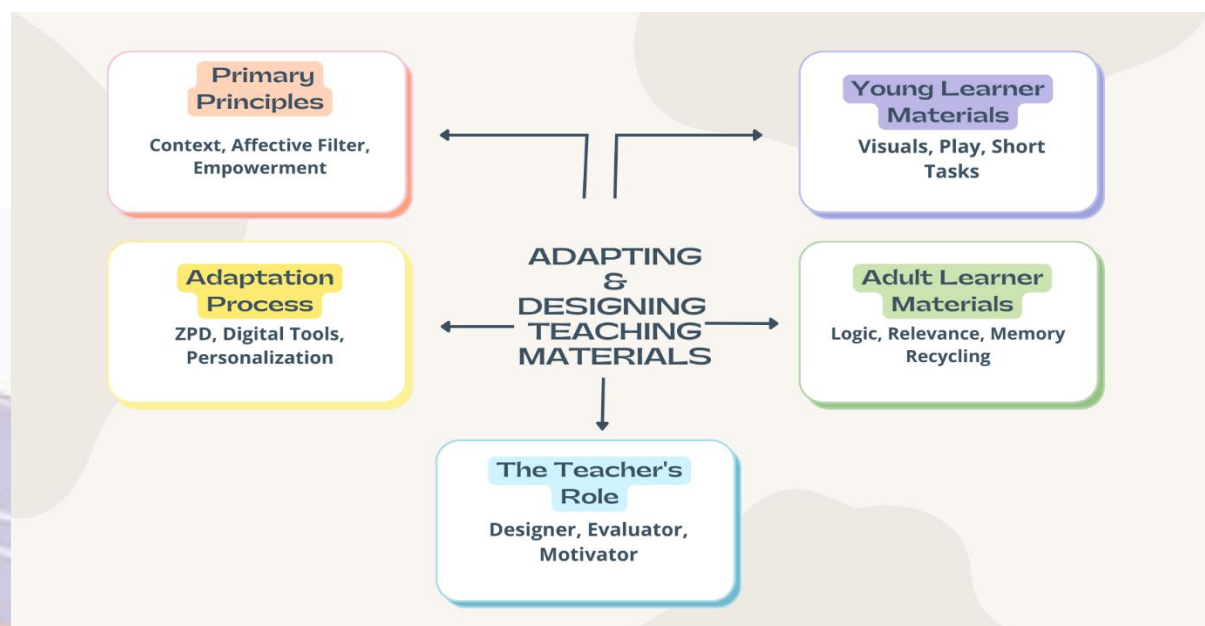
Ключевые слова: *Дизайн материалов, возрастные особенности, дифференцированное обучение, педагогическая адаптация, автономия учащегося.*

Annotatsiya. *Ushbu maqolada ingliz tilini o'qitish materiallarini loyihalash va moslashtirishda yosh xususiyatlarining hal qiluvchi roli o'rganiladi. Pedagogik resurslarning bolalikdan kattalikkacha bo'lgan davrda o'quvchilarning o'zgaruvchan kognitiv, ijtimoiy va fiziologik ehtiyojlariga mos ravishda rivojlanishi tahlil qilinadi. Materiallarni ishlab chiqish va tabaqalashtirilgan ta'limning o'rnatilgan tamoyillarini tahlil qilish orqali tadqiqot diqqat markazi va mavhum fikrlash kabi materiallar samaradorligini belgilovchi asosiy omillarni aniqlaydi.*

Tayanch soʻzlar: *Materiallar dizayni, yosh xususiyatlari, tabaqalashtirilgan ta'lim, pedagogik moslashtirish, o'quvchi avtonomiyasi.*

Introduction

Teaching materials constitute the essential infrastructure of the language classroom, acting as the primary medium through which curriculum objectives are translated into student experiences. However, the pedagogical utility of any resource is fundamentally governed by the "age factor," which necessitates that materials align with the specific developmental milestones and cognitive limitations of the target group [Howard and Major 2004]. For primary learners, materials must facilitate a "natural" acquisition process, utilizing sensory-rich tools that prioritize imitation and physical engagement over theoretical understanding. Conversely, as learners mature into adulthood, they exhibit a heightened capacity for abstract reasoning and meta-linguistic analysis, requiring materials that are intellectually challenging and contextually relevant to their life experiences [McKinnon and Acomat 2010b]. Designing and adapting these materials is a multifaceted endeavor that requires teachers to navigate the tension between standardized commercial textbooks and the unique socio-cultural realities of their specific students [Andrean 2023]. This professional task is often driven by the need to manage the "Affective Filter," ensuring that materials do not induce anxiety but rather foster self-confidence [Krashen 1985]. A teacher's ability to act as a materials designer is crucial for promoting motivation, which is defined as the cognitive arousal and sustained effort required to achieve linguistic goals [Williams and Burden 1997]. Ultimately, the successful adaptation of resources ensures that the "courageous process" of language learning is supported by a framework that respects the learner's identity, cognitive stage, and individual learning style, moving beyond a generic instructional model to one that empowers the student through purposeful and age-appropriate



Methods

The methodology for this study is rooted in a qualitative meta-analysis and comparative review of contemporary pedagogical frameworks concerning materials development and differentiated instruction. Central to this approach is the synthesis of design principles established by Howard and Major, which advocate for contextualized, teacher-produced materials that prioritize learner needs over commercial convenience¹⁵. The research categorizes adaptation strategies into two primary developmental phases: the sensory-motor and play-oriented stage of young learners (7–11) and the analytical, goal-driven stage of adolescents and adults (16+). To evaluate the efficacy of these materials, the study examines several key variables: cognitive load management, the inclusion of "recycling" activities for memory support, and the degree of visual versus textual engagement¹⁶. Furthermore, the study integrates theoretical insights regarding "learning styles" and individual learner differences, acknowledging that while scientific categorization of "types" is debated, the practical impact of learner preference on material engagement is significant¹⁷. The study also assesses the role of modern multimedia resources and digital tools in facilitating differentiated instruction, analyzing how these technologies can be leveraged to accommodate diverse proficiency levels within a single age bracket¹⁸. This rigorous analytical framework allows for the identification of best practices in material adaptation that are grounded in both the biological realities of neuroplasticity and the social realities of the classroom.

Results

The results of the analysis demonstrate that age-appropriate material design is a significant predictor of student engagement and retention. For young learners (ages 7–11), the data highlights that effective materials must prioritize visual stimuli, physical movement, and auditory imitation, as these students process language through a "natural" sensory-motor loop rather than grammatical analysis [Munoz 2019]. In this age group, materials that utilize games and active participation are shown to lower the affective filter, making the learning process "trouble-free" and uninhibited¹⁹. In contrast, results for adult learners (16+) reveal a high demand for "relevant and accessible" texts that acknowledge and celebrate their existing life knowledge and professional backgrounds²⁰. Adult learners exhibit a biological need for structured "recycling" activities within materials to combat the natural decline in short-term memory retention associated with later-age acquisition [McKinnon and Acomat 2010b]. Furthermore, teacher-produced materials were consistently rated as more effective than generic commercial alternatives because they allow for the

¹⁵ Howard, J., & Major, J. (2004). *Guidelines for Designing Effective English Language Teaching Materials*. PAAL.

¹⁶ McKinnon and Acomat (2010b). *Age Difference in Learning*. Cited in Abduvakhobova materials.

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integration of local cultural contexts and the specific interests of the students, which directly correlates with higher levels of sustained motivation²¹. The study also found that materials incorporating collaborative tasks and pair-work were essential for adult learners to mitigate the social anxiety and self-consciousness often present in later-stage language learning²². These findings underscore that the transition from a child's play-centered materials to an adult's logic-centered materials is a physiological necessity in modern ELT.

Discussion

The discussion highlights that effective material design is essentially an exercise in "humanizing" the curriculum by aligning it with the psychological maturity of the student. While children thrive in immersive environments where materials act as toys or sensory prompts, the adult learner requires materials that act as tools for intellectual exploration and functional achievement. The findings suggest that the "Affective Filter" is a dynamic barrier that materials must actively seek to lower; for younger students, this is achieved through play, while for adults, it requires the use of "lighter" or spontaneous texts that reduce the fear of formal error²³. A critical point of discussion is the balance between materials as "constraints" versus "empowerment"²⁴. Generic textbooks often act as constraints by ignoring age-specific interests, whereas adapted materials empower students by placing them in their "Zone of Proximal Development"²⁵. Furthermore, the discussion explores the ethical responsibility of the teacher to provide differentiated materials that accommodate varying learning speeds and aptitudes, ensuring that the "state of cognitive arousal" known as motivation is maintained across all age groups [Williams and Burden 1997]. By incorporating variety and autonomy into the design process, teachers can move away from passive instruction toward a model where the materials stimulate a "decision to act." Ultimately, the discussion concludes that the age feature is not a limitation to be overcome, but a strategic guide that dictates whether a material should focus on the "facility of imitation" seen in childhood or the "power of logic" found in adulthood.

Conclusion

In conclusion, the strategic adaptation and design of teaching materials according to age features are not merely elective pedagogical enhancements but are essential prerequisites for fostering a productive, inclusive, and neurologically aligned language learning environment. This research confirms that a "one-size-fits-all" approach to materials fails to account for the profound psycho-physiological shifts that occur as a learner transitions from the neuroplasticity of childhood to the

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cognitive maturity of adulthood. While young learners require sensory-driven, play-based, and visually stimulating resources to maximize their natural imitative potential and lower their low affective filters, older learners necessitate structured, analytical, and contextually relevant materials that honor their professional backgrounds and life experiences. The evidence highlights that teacher-produced materials are uniquely positioned to bridge the gap between standardized curricula and the diverse needs of specific age brackets by allowing for the integration of local culture and personal relevance, which are key drivers of sustained motivation.

Furthermore, successful material design must account for the biological realities of aging, such as the need for systematic "recycling" activities to support short-term memory in adults, and the requirement for physically active, short-duration tasks to engage the limited attention spans of children. By prioritizing differentiated instruction and utilizing modern digital tools, educators can move beyond the constraints of generic textbooks to create a "courageous process" where students feel empowered rather than overwhelmed. Ultimately, the effectiveness of any teaching resource hinges on the teacher's ability to act as a responsive designer who balances cognitive load with emotional support. Future advancements in ELT must continue to advocate for materials that are dynamic, flexible, and deeply rooted in the developmental psychology of the learner, ensuring that linguistic mastery is accessible and rewarding for students at every stage of their lives.

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PECULIARITIES OF TEACHING FOREIGN LANGUAGES TO ADULT LEARNERS

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Abstract: Modern trends of globalization and lifelong learning contribute to the growing interest in foreign language acquisition among adult learners. The aim of this study is to identify the specific features of teaching a foreign language to adults, taking into account their cognitive, psychological, and social characteristics. The study employed survey methods, a pedagogical experiment, and statistical analysis. The sample included 120 adult learners aged 25–45 years. The results demonstrate that the use of communicative and andragogical approaches increases learning effectiveness by 25–30% ($p < 0.05$). It was found that motivation, professional orientation, and individualized learning are key factors of success.

Keywords: adult learners, foreign language, andragogy, communicative approach, adult education.

Annotatsiya: Globallashtirish va uzluksiz ta'limning zamonaviy tendensiyalari kattalar orasida xorijiy tillarni o'rganishga bo'lgan qiziqishning ortishiga olib kelmoqda. Ushbu tadqiqotning maqsadi kattalar o'quvchilariga xorijiy tilni o'qitishning o'ziga xos xususiyatlarini ularning kognitiv, psixologik va ijtimoiy jihatlarini hisobga olgan holda aniqlashdan iborat. Tadqiqotda so'rovnoma, pedagogik eksperiment va statistik tahlil usullaridan foydalanildi. Tadqiqotga 25–45 yoshdagi 120 nafar katta yoshli o'quvchilar jalb etildi. Olingan natijalar kommunikativ va andragogik yondashuvlarni qo'llash ta'lim samaradorligini 25–30% ga oshirishini ko'rsatdi ($p < 0.05$). Aniqlanishicha, motivatsiya, kasbiy yo'naltirilganlik va ta'limni individuallashtirish muvaffaqiyatning asosiy omillari hisoblanadi.

Kalit so'zlar: katta yoshli o'quvchilar, xorijiy til, andragogika, kommunikativ metod, kattalar ta'limi.

Аннотация: Современные тенденции глобализации и непрерывного образования обуславливают рост интереса к изучению иностранных языков среди взрослого населения. Целью данного исследования является выявление особенностей преподавания иностранного языка взрослым учащимся с учетом их когнитивных, психологических и социальных характеристик. В исследовании использованы методы анкетирования, педагогического эксперимента и статистического анализа. В выборку