
Effective Teacher Characteristics

Shimanskaya Diana Boxodirovna

Chair of The English language and literature
Samarkand State Institute of Foreign Languages
Samarkand, Uzbekistan

E-mail: diana_abdullaeva@bk.ru

When teaching adult learners, there is a shift in the relationship between faculty member and students, and a shift in the way that learners will perceive the effectiveness of different teaching methods. In modern methodology adult learners define three areas as the specific teacher traits that are beneficial to their learning [1, 137]. These three areas are teaching competencies, relationships with students, and teacher attitudes.

1. Teacher competencies include having relevant practice knowledge—"providing relevant, real time information" and "teaching practice applications as well as theory and teaching material that is up-to-date and evidence-based. Adult learners are appreciative of instructors who are able to structure classroom learning, implement a variety of teaching techniques, and stimulate discussion. They expect the instructors to follow the syllabus and often cannot bear the instructors who come to the class unprepared.

2. In forming relationships with their instructors, adult learners value those who are approachable, available and flexible both in regard to deadlines and class activities. They find it important that the teacher value and validate their experience, as well as to understand the demands placed by their jobs and families.

3. As for teacher attitude, adult learners appreciate the instructors who are fun and enthusiastic, who listen to students and view them as having knowledge and do not treat them like blank slates.

The list of used literature

1. Florez, M. c., & Burt, M. Beginning to work with adult English language learners: Some considerations. Lincolnwood, IL: National Textbook Company. October, 2001. 56-73 p.

