

## TEACHING METHODOLOGY FEATURES FOR EVENING STUDENTS

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**Abstract:** This article examines the specific features and teaching methodologies for evening study groups. It analyzes the profile of the modern evening student, their motivation, and the key challenges they face. Based on this analysis, practical approaches to organizing the educational process, selecting pedagogical technologies, and methods of knowledge assessment are proposed. Special attention is given to the principles of andragogy, the use of blended and project-based learning, as well as creating a psychologically comfortable educational environment that facilitates the effective combination of work, study, and personal life. The article is intended for teachers of higher and secondary specialized educational institutions working with adult audiences.

**Keywords.** Evening form of education, andragogy, evening students, adult learners, facilitator, teaching methodology, blended learning, practice-oriented approach, flexible educational process, time management, motivation.

**Relevance and Audience Specificity.** Evening education remains an important segment of the educational system, providing opportunities for obtaining qualifications or advancing professional levels for people who combine studies with work activities and family responsibilities. Teaching methodology for such an audience cannot be a simple transfer of traditional approaches from full-time departments. It requires a deep understanding of the psychological, temporal, and professional characteristics of evening students.

**Profile of the Modern Evening Student.** This is primarily a motivated adult aged 22 to 45 years old with clear career goals. They possess rich life and professional experience, but at the same time face chronic time deficiency and a high degree of fatigue after the working day. These factors form a unique demand for the educational process: maximum practical benefit, flexibility, respect for their time and experience.

The purpose of this article is to systematize effective methods and principles of teaching aimed at meeting the educational needs of this category of learners and ensuring high quality of their training.

**I Key Principles of Andragogy in Working with Adults.** The foundation for building any teaching methodology for evening students should be andragogy – the science of adult learning. Its principles differ fundamentally from traditional pedagogy.

1. **Independence and Conscious Awareness.** An adult student is not a passive recipient of knowledge. They must understand why they need a particular topic and how it is applicable to their real professional activities. The teacher acts as a facilitator (from English "to facilitate" – to make easier, to help, to promote – a specialist who organizes and directs the group process, helping participants independently reach the set goal, solve a problem, or acquire knowledge), a mentor who helps organize the learning process rather than transmitting the ultimate truth.

2. **Reliance on Life Experience.** Past experience (both professional and personal) is the richest resource for learning. Effective methodologies involve active use of this background:

Discussion of cases from students' practice.

Comparison of theoretical models with real work situations.

Group discussions where students share their approaches to problem-solving.

3. **Result Orientation.** Adults do not study "just to check a box," but to solve specific problems and achieve goals. Therefore, educational material must be maximally practice-oriented. Theoretical propositions must be immediately supported by examples of their practical application.

4. **Internal Motivation.** Unlike many full-time students, evening students typically clearly understand their goals: career advancement, change of profession, expansion of competencies. The teacher's task is to maintain this motivation by showing the direct connection between the course content and students' career prospects.

## II. Effective Methods and Organizational Forms

Considering the limited time for classroom sessions and students' high workload, the methodology must be intensive, interactive, and flexible.

### 1. Blended Learning

This is the most appropriate form of organizing the process for evening students. Its essence is a combination of face-to-face classes and independent work in an online environment.

- **Face-to-face component:** Reserved for the most complex and important activities: interactive lecture-dialogues, group discussions, case analysis, practical workshops, business games. This is time for live exchange of experience and in-depth understanding of material.

- **Online component (based on LMS, for example, Moodle, Google Classroom):**

- Posting theoretical materials, video lectures, electronic textbooks for independent study.
- Conducting test surveys for self-assessment.
- Organizing forums and chats for discussing topics between face-to-face meetings.
- Submission of written assignments and projects.

This approach allows students to flexibly plan their academic workload, freeing up face-to-face time for intensive practice.

### 2. Active and Interactive Methods

Passive listening to lectures after a working day is ineffective. It is necessary to actively involve students in the process.

- **Case method:** Analysis of real professional situations. Students analyze the problem, propose solutions, and defend their position. This develops analytical and critical thinking.

- **Project-based learning:** Students (individually or in groups) work on creating a specific product: a business plan, marketing campaign, technical project, process optimization program. The final project becomes a form of final assessment and a real asset in the student's portfolio.

- **Group discussions and debates:** Allow exchange of experience, viewing the problem from different angles, and honing argumentation skills.

- **Role-playing and business games:** Simulation of negotiations, interviews, meetings. This is a safe environment for practicing professional skills.

### 3. Flipped Classroom Method

This model fits ideally into the logic of blended learning. Students study theoretical material at home (watch videos, read lecture notes), and classroom time is devoted to collaborative work: applying knowledge to solve problems, discussion, delving into complex points. This makes face-to-face meetings maximally productive and valuable.

## III. Knowledge Control and Assessment

The assessment system must be transparent, fair, and focused on testing real competencies rather than mechanical memorization.

### 1. Mixed (Cumulative) Assessment

The final grade consists of several components, which allows taking into account the student's continuous work throughout the semester:

- Work in seminars and activity in online forums.
- Results of intermediate tests in LMS.
- Completion of mini-projects and practical assignments.
- Defense of the final course project/work.

## 2. Reducing the Role of "One-Time" Exams

For a tired adult, taking a difficult exam at the end of the semester is additional stress. A system where grades are accumulated gradually is more objective and less nerve-wracking.

## 3. Alternative Forms of Reporting

Instead of traditional term papers, it is advisable to use essays, analytical notes, portfolios, creation of professional profiles on social networks, development of presentations – things that have practical value.

## IV. The Role of the Teacher and Creating a Favorable Climate

The teacher in an evening student group is not an examiner, but a colleague, expert, and mentor.

- **Respect for time:** Classes start and end strictly according to schedule. The lesson structure is clearly organized, without "fluff."
- **Psychological support:** Understanding students' condition, allowing for tardiness for valid reasons (traffic jams, delays at work), readiness for flexible communication (including through messengers).
- **Feedback:** Timely, constructive, and detailed feedback on all work. An adult student must understand why they received a grade and how to improve the result.
- **Creating a network of professional contacts:** The teacher can facilitate networking within the group, which increases the value of education for all participants.

**Conclusion.** The methodology of teaching evening students is a comprehensive approach based on the principles of andragogy and requiring flexibility, practical orientation, and psychological sensitivity from the teacher. Effective education for this category of students is achieved through a combination of blended format, active methods, project-based approach, and a transparent assessment system. When the educational process is structured with consideration of their needs, limitations, and rich experience, it transforms from an additional burden into an investment in one's own future, bringing tangible professional and personal dividends. As a result, everyone benefits: students achieve their goals, the educational institution enhances its reputation in the education market, and employers receive highly qualified and motivated specialists.

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