ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 5 | 2021
ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01042

PERSONALLY-FOCUSED APPROACH IN TEACHING A FOREIGN LANGUAGE

Dilbar Abdurashidovna Dadajanova
Senior teacher of Tashkent State Pedagogical University after Nizami

Shoira Muzaffarovna Khayitmuradova
Teacher of Tashkent State Pedagogical University after Nizami

ABSTRACT

The relevance of this work is due to the conditions associated with changes in the higher education system. As well as the growing needs of society for highly qualified specialists. Application of Personality-Oriented approach in foreign language lessons is one of the main problems in modern teaching. Much attention should be paid to creating such an educational environment at the university in which further socialization of the personality and develop professionally oriented skills of each student. Each student is a person with his own needs and desires. The teacher needs take into account all aspects of a personality-oriented approach when developing and implementing a foreign language course.

Key words: personality-oriented approach, personality, student, assessment, method.

INTRODUCTION

Today Modern Uzbek society is undergoing economic, social and cultural changes, these transformations are not could not affect both the education system in general and higher education in particular. The transition of modern Uzbek society to a new one economic formation also affects the functioning of higher education.

In this regard, there is a change in the pedagogy of technogenic civilization to

"Humanitarian pedagogy of anthropogenic civilization", which is based on lies the idea of such an organization of the process of education and upbringing, in which “students become subjects of their own development” [5].

In the field of education in general and teaching foreign languages, in in particular, student-centered learning is a priority. Though being essential, the aim of learning a foreign language according to modern methodology is still discussed, and there is a variety of possible aims. In his book "Learning Teaching", "Jim Scrivener claims, that nowadays a great emphasis is put on "communication of meaning". He

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01042

also highlights the communicative competence which is, as he defines it, "being able to use the language for meaningful communication".The reason of choosing this theme is that we are interested in methods of teaching English focusing on the development of language learning skills [12].

METHODOLOGY

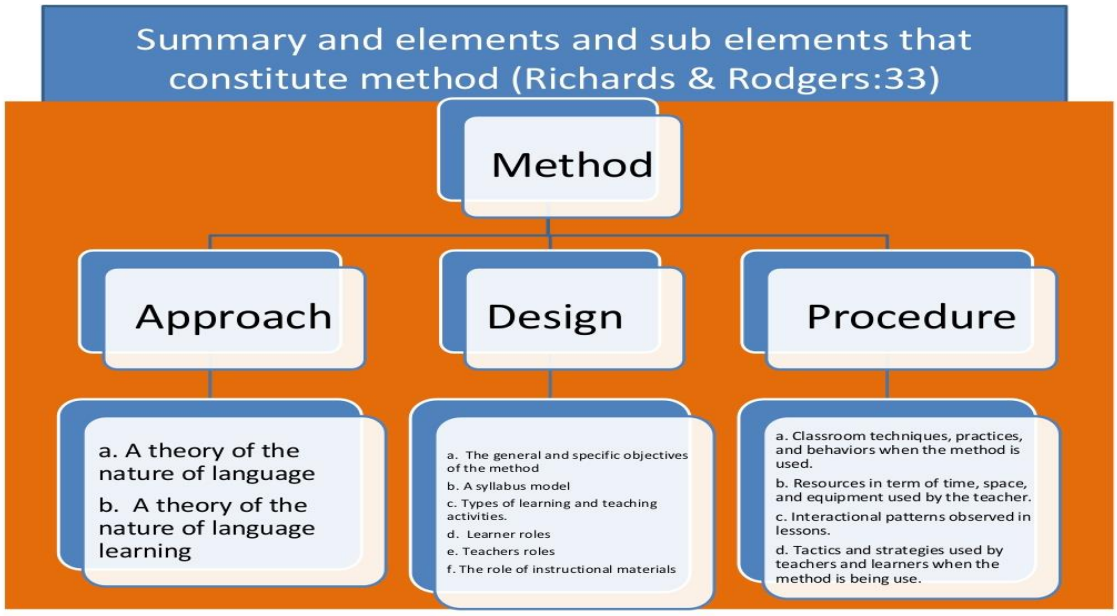
According to Asher and James (1982), “Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching.”

Teaching can focus on either a per teacher, or per student, or a combination of both approaches.

For centuries, the teacher has been the main link and leader of the entire learning process, preference was given to teacher-centered learning [1].

RESULTS

The current system of teaching a foreign language is largely traditional, although teachers are often required to use the methods of a student-centered approach. For the most part, the curriculum for the discipline "Foreign Language" is adopted by the educational and methodological department of universities, which describes the content, schedule, learning conditions, attendance policy and the assessment process.



Picture- 1. Summary and elements and sub elements that constitute method.

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01042

The specificity of teaching a foreign language is not taken into account. The teacher is prescribed a strict directive that makes it clear what kind of the teacher answers [7]. These solutions, however, are for the teacher initiative from above. For example, instructors are given a prescribed course with a certain number of hours, and they are required to complete it in a given and predetermined period of time, usually a semester. If the course is not completed within the allotted time frame, instructors should explain the reasons for the failure to complete the curriculum.

Thus, on the one hand, the teacher is asked to use student-centered methods, and on the other hand, they are forced not to do this, limiting their freedom to choose and directing them to cover certain topics of the curriculum and to do so within a certain time frame.

In these conditions, in order for a future specialist to become competitive, authoritarianism should be replaced with humanity, and the traditional learning process, where the teacher plays the main role, for learning, where the student is at the center. However, it should be clarified that this transition is possible only if they take part in it all specialists, at all levels of the educational system [6].

- Educational professionals and management should review the nature of the current system and curriculum at all levels, whether in schools or higher education institutions, and make the necessary changes in order to ensure learner-centered learning.

- Teachers must be competent enough to use a student-centered approach.

- One of the main tasks of the teacher should be to encourage and motivate students to work hard and actively participate in classes.

- Teachers should start using teaching methods, within the framework of a student-centered approach [2].

- Students, in turn, must be ready to change their role in the learning process.

- Teachers should try to adapt the teaching materials used to the requirements of a student-centered approach. They should begin to apply student-centered assessment methods that, when used correctly, show

an objective picture of student progress [4].

- The teacher should use various means (mass media, social networks, IT-technologies) to maintain stable motivation of students in learning a foreign language [3].

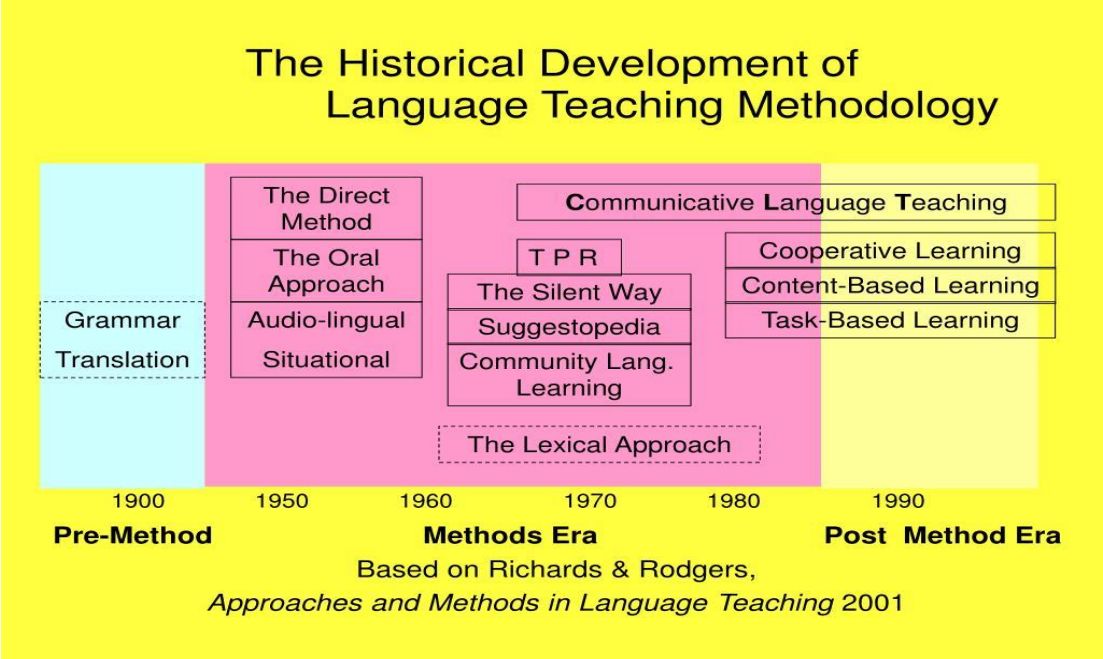
Lack of motivation to learn is observed among a large number of students. This must be taken seriously by all stakeholders: administrators, educators, education policymakers, teachers, parents and the whole community.

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01042

Everyone should take action to find out the causes of this problem. Research is needed to identify the pitfalls of the entire education system in relation to the student-centered approach.

A more comprehensive study covering a larger number of students is needed to learn about the state of implementation of the student-centered approach.

Other system-wide difficulties are assessment and rigorous curriculum, large class sizes, and so on. All of this creates serious obstacles to real progress in student-centered learning.



Picture-2. *The Historical Development of language Teaching methodology.*

[Based on Richard and Rodgers, Approaches and Methods in Language Teaching 2001]

The current rating system is problematic. Because teaching is still traditional, so is assessment. The main task of traditional teaching methods is formal control, which is carried out using a single testing method. Traditional tests they measure declarative knowledge: memorizing vocabulary and grammatical phenomena, correct translation of texts of various nature [8; nine]. They do not necessarily relate to the depth of understanding or skills acquired students.

DISCUSSION

Assessment of students using student-centered methods differs and measures different skills and abilities, such as thinking, critical and creative, deep understanding of the material and etc. Traditional tests are not suitable for student-centered approach [11].

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01042

New methods should be used such as self-assessment or peer review using journals, files, blog diaries and projects [10].

Student-centered learning means that both they and teachers must be ready and available a sufficient number of resources from which both sides of the learning process can choose, give assignments, organize events and so on. This is not always possible.

CONCLUSION

In addition, well-equipped and modern libraries are not yet available everywhere. Thus, today the situation in education is as follows:

-that the administrative system should follow an already defined program, where the developer or teacher is given little freedom of choice. When an enthusiastic teacher tries to implement methods,

-student-centered, or using them, he faces difficulties such as the need to follow a prescribed program and finish it at a given time or teach certain topics not according to your choice.

Learning with a student-centered approach requires a small number of students in groups so that the teacher can use different types of group work. This is not the case in most situations where the average number of students per class can be as high as twenty to twenty-five students.

REFERENCES

1. Dubskikh A. I., Kisel' O. V., Bosik G. A. Razvitiye inoyazychnoy professional'nokommunikativnoy kompetentsii studentov posredstvom differentsirovannogo podkhoda // Sovremennyye problemy nauki i obrazovaniya. 2019. № 4. S. 85.

2. Dubskikh A. I., Zerkina N. N. Rol' prepodavatelya v protsesse obucheniya professional'no oriyentirovannomu inostrannomu yazyku v tekhnicheskom VUZe // Sovremennyye tendentsii razvitiya sistemy obrazovaniya. Cheboksary : Izdatel'skiy dom «Sreda», 2018. S. 108–110.

3. Dubskikh A. I. Interaktivnyye tekhnologii v protsesse obucheniya inostrannomu yazyku // Voprosy lingvodidaktiki i mezhkul'turnoy kommunikatsii v kontekste sovremennykh issledovaniy : sb. nauch. st. XI Mezhdunar. nauch.-prakt. konf. ; otv. red. N. V. Kormilina, N. YU. Shugayeva. Cheboksary, 2019. S. 167–171.

4. Dubskikh A. I. Osobennosti professional'no-oriyentirovannogo obucheniya inostrannomu yazyku v tekhnicheskom vuze // Aktual'nyye problemy sovremennoy

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01042

nauki, tekhniki i obrazovaniya : tezisy dokladov 77-y mezhdunar. nauch.-tekhn. konf. Magnitogorsk : Izd-vo Magnitogorsk. gos. tekhn. un-ta im. G.I. Nosova, 2019. T. 2. S. 377.

5. Yevplova Ye. V. Etapy formirovaniya konkurentosposobnosti budushchego spetsialista // Vyssheye obrazovaniye v Rossii. 2011. № 4. S. 156–158.

6. Zerkina N. N., Kisel' O. V. Podkhody, formy i metody obucheniya vzroslykh // Obrazovaniye, innovatsii, issledovaniya kak resurs razvitiya soobshchestva : sb. mat-lov II Mezhdunar. nauch.-prakt. konf. BU CHR DPO «Chuvashskiy respublikanskiy institut obrazovaniya» Minobrazovaniya Chuvashii. Cheboksary, 2018. S. 71–74.

7. Kemerova N. S. Proyektirovaniye individual'noy trayektorii obucheniya inostrannomu yazyku v tekhnicheskom vuze [Elektronnyy resurs]. Rezhim dostupa:http://vestnik.tspu.ru/index.php?option=com_content&task=view&id=2291 &Itemid=276

8. Kisel' O. V. Obucheniye chteniyu na osnove professional'no-oriyentirovannykh tekstov // Aktual'nyye problemy sovremennoy nauki, tekhniki i obrazovaniya : tezisy dokladov 77-y mezhdunar. nauch.-tekhn. konf. Magnitogorsk : Izd-vo Magnitogorsk. gos. tekhn. un-ta im. G.I. Nosova, 2019. T. 2. S. 380–381.

9. Kisel' O.V., Dubskikh A.I., Butova A.V., Zerkina N.N. Problemy, svyazannyye s obucheniyem leksike studentov neyazykovykh spetsial'nostey MGTU im. G.I. Nosova // Sovremennyye naukoyemkiye tekhnologii. 2019. № 7. S. 185–189.

10. Lomakina E. A., Dubskikh A. I., Kisel O. V., Butova A. V., Potrikeeva E. S. Differentiated Approach as a Factor on Development of Students' Professional Communicative Competence Amazonia Investiga. 2019. T. 8. № 19. Pp. 287–297 [Elektronnyy resurs]. Rezhim dostupa: http://www.udla.edu.co/revistas/index.php/amazonia-investiga/article/view/1344/pdf_1

11. Romanova M. V., Romanov E. P., Varfolomeeva T. N., Lomakina E. A., Chernova E. V., Ruban K. A. Intellectual Game Application for Students' Knowledge Control // Proceedings of the 2016 conference on Information Technologies in Science, Management, Social Sphere and Medicine, ISBN (on-line): 978-94-6252-196-4. part of the series ACSR, ISSN 2352-538X, volume 51. Pp. 298–302.

12. Кадирова, Ф. Х. New approaches and modern methods of teaching foreign language pronunciation / Ф. Х. Кадирова. — Текст : непосредственный // Молодой ученый. — 2016. — № 25 (129). — С. 542-544. — URL: https://moluch.ru/archive/129/35514/ (дата обращения: 12.05.2021).