



## PERSONAL-ORIENTED APPROACH IN TEACHING A FOREIGN LANGUAGE

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### Abstract

The relevance of this work is due to the following conditions, related to changes in the higher education system. As well as the growing needs of society for highly qualified specialists in engineering specialties. The use of a personality-oriented approach in foreign language lessons is one of the main problems in modern teaching. Great attention should be paid to the creation of an educational environment at the university in which the further socialization of the individual takes place and the professional-oriented skills of each student are developed. Each student is a person with their own needs and desires. The teacher should take into account all aspects of the personality-oriented approach when developing and implementing a foreign language course.

**Keywords:** personality-oriented approach, personality, student, assessment, method.

Modern Uzbek society is undergoing changes in economic, social and cultural terms, these transformations could not but affect both the education system in general and higher education in particular. The transition of modern Russian society to a new economic formation also affects the functioning of higher education. In this regard, there is a change in the pedagogy of technogenic civilization to the "humanitarian pedagogy of anthropogenic civilization", which is based on the idea of such an organization of the process of education and upbringing, in which "students become subjects of their own development" [5], is based.

In the field of education in general and foreign language teaching in particular, personality-oriented learning is a priority. Teaching can focus on either a teacher-centered or student-centered approach, or a combination of both. For centuries, the teacher has been the main link and leader of the entire learning process, with preference given to teacher-centered learning [1].

The current system of teaching a foreign language is mostly traditional, although teachers are often required to use the methods of a person-centered approach. For the most part, the curriculum of the discipline "Foreign Language" is adopted by



the educational and methodological department of universities, which describes the content, schedule, conditions of study, attendance policy and evaluation process.

The specifics of teaching a foreign language are not taken into account. The teacher is prescribed a strict directive that makes it clear that the teacher is responsible for [7]. These solutions, however, are for the teacher an initiative from above. For example, teachers are given a prescribed course with a certain number of hours, and they are required to complete it in a given and pre-determined time period, usually a semester. If the course is not completed within the allotted time period, the teachers must explain the reasons for not completing the curriculum. Thus, on the one hand, the teacher is asked to use student-oriented methods, and on the other hand, they are forced not to do so, limiting their freedom of choice and requiring them to cover certain topics of the curriculum and do it in a certain time. In these conditions, so that the future specialist becomes competitive for those who are capable, it is necessary to change authoritarianism to humanity, and the traditional learning process, where the teacher plays the main role, to learning, where the student is at the center. However, it should be clarified that this transition is possible only if all specialists take part in it, at all levels of the educational system [6].

- Education professionals and management bodies should review the nature of the current system and curriculum at all levels, whether in schools or higher education institutions, and makes the necessary changes in order to ensure that learning is centered on the learner.
- Teachers should be competent enough to use a person-centered approach.
- One of the main tasks of the teacher should be to encourage and motivate students to work hard and actively participate in the classes.
- Teachers should start using teaching methods, within the framework of a person-centered approach [2].
- Students, in turn, should be ready to change their role in the learning process.
- Teachers should try to adapt the teaching materials used to the requirements of a person-centered approach. They should begin to apply student-centered assessment methods that, when used correctly, show an objective picture of student performance [4].
- The teacher should use various means (mass media, social networks, IT-technologies) to maintain stable motivation of students when learning a foreign language [3].



Lack of motivation to learn is observed among a large number of students. This should be taken seriously by all stakeholders: administrators, educators, education policy makers, teachers, parents, and the entire community. Everyone should take steps to find out the causes of this problem. It is necessary to conduct research to identify the pitfalls of the entire education system in relation to the personality-oriented approach. A more comprehensive study, involving a larger number of students, is needed to learn about the state of implementation of the personality-oriented approach.

Other difficulties associated with the whole system are the assessment and the rigid curriculum, the large number of students in the group, etc. All that creates serious obstacles to achieving real progress in student-centered learning. The current evaluation system creates problems. Since teaching is still traditional, so is assessment too. The main task of traditional teaching methods is formal control, which is carried out using a single testing method. Traditional tests measure declarative knowledge: memorization of vocabulary and grammatical phenomena, correct translation of texts of various types [8; 9]. They are not necessarily about the depth of understanding or the skills that students have acquired.

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

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 their students can teachers should have a sufficient number of resources ready and available from which both sides of the learning process can choose, give assignments, organize events, and so on. This is not always possible. In addition, well-equipped and modern libraries are not yet available everywhere.

Thus, the current 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 or use student-centered methods, he or she faces difficulties such as having to follow a prescribed program and finish it at a given time, or teaching certain topics that are not of his or her choice.

Learning, using a person-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 in a class can reach twenty to twenty-five students.

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