

## LEARNER CENTERED APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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**Annotation:** In this article we will talk about the centralized approach of students in teaching English as a foreign language. The author, relying on philological data, analyzed the problem on the basis of existing scientific literature.

**Keywords:** English language, foreign language, teaching, learners, approach.

Education has always played an important role in any society. After all, it is education that can introduce a person to civilization, transfer social experience, familiarize with culture and help preserve it, equip with the necessary skills and knowledge for self-development and raising the intellectual level. Education is not only a process of formation of an individual, but also a condition for the consolidation of society, since it ensures the continuity of traditions, language and culture.

Today, education is the main factor in the human development rating of the United Nations Development Program. Every year, this organization compiles a rating of countries with the highest educational development index, since this factor is an indicator of the competitiveness of a country throughout the world.

This approach determines the direction of the teacher's activity in the learning process when implementing his interaction with the student. The new paradigm of education is changing approaches to the education system, putting the student in the spotlight as an active subject who acquires "personal knowledge" in the learning process, forming and developing his intelligence. In other words, the focus is on a person who is recognized as independent and unique. The peculiarity of the pedagogical personality-oriented approach is that it is aimed at creating favorable conditions for the full development of this personality [2].

Based on this, it is possible to identify some features of a personality-oriented approach.

Firstly, the student is not just in the center of attention, he is considered as a subject capable of self-development and self-knowledge.

Secondly, conditions are created for the manifestation of individual abilities, that is, a certain field in which the student can realize and practice his skills and abilities.

Thirdly, the student is recognized as an active carrier of subjective experience, that is, he actively participates in his education, and does not passively perceive and assimilate experience. The search method of cognition is of great importance.

Fourth, a future specialist develops professional competence as a set of skills, knowledge, experience and professional qualities of a person, which is a very important factor for modern employers.

Fifth, the personal approach is implemented primarily on the basis of personality-oriented communicative learning technologies. That is, special attention should be paid to the use of communicative situations and means that encourage the student to be active.

Thus, during the process of obtaining education, the student actively learns the content of the program, builds and evaluates the ways of his activity, that is, he can independently make a choice and take responsibility for it, regulate his behavior, showing individuality. When implementing such subject-subject relations, study becomes a joint activity of the teacher and the student. A qualified foreign language teacher should have the ability to professionally establish such relationships with students. The activity of a linguist should be aimed at

revealing their inner potential, personal capabilities in language learning. In this regard, the teacher needs to take into account the circumstances of a social nature, since the study of foreign languages presupposes intercultural competence. Thus, the student is involved in intercultural communication, comprehends foreign culture and language, as a result of which he becomes interested, which contributes to a higher level of achievement [3]. Further, it is advisable to dwell in more detail on the content of a personality-oriented approach in teaching a foreign language. As you know, both in schools and in higher educational institutions, a foreign language is studied by all students together, that is, often different levels of language knowledge or abilities of a particular student are not taken into account. In such conditions, the learning process is difficult. Everyone is able to speak a foreign language. If the student understands and is able to express thoughts in his native language, then he can learn to speak and understand in another language. Then it is not clear why many people believe that they do not have enough abilities to master it? The answer can be found in the education system, namely in the foreign language teaching program. It is not enough to systematically learn new words, read, translate and retell texts. After all, a lot depends on the mood of the student and the atmosphere in which he is, because the expected success, a sense of importance increases self-confidence. In the process, the student should be active, and the teacher should help him find and realize his individual way of learning a foreign language. Thus, the teacher not only teaches a foreign language, but also how it can be learned.

The main types of language activities are listening, reading, writing and answering questions. In everyday life, we use these forms not in isolation from each other, but in a relationship, unlike language learning classes. In order for learning a foreign language to occur as a form of daily activity, it is necessary that the student involuntarily communicate in the classroom in the language being studied. In order to create such an opportunity, it is necessary to pay attention to age psychology, that is, to identify the main issues of interest to a particular age category, as well as to introduce them into the educational and methodological program. So the program will include not only traditional topics, but also those questions that will arouse the interest of the student. For example, if the program pays more attention to discussing important issues of modern society than memorizing complex texts, the result will be more noticeable.

The teacher uses group work when students perform it together according to their capabilities, rather than reading the text and retelling it to each other or to the teacher. One can give such an example. Students working on one text in a group distribute responsibilities. One of them reads the text, the other writes out unfamiliar words, the third searches for them in the dictionary, the fourth translates the entire text. This form of work allows students to cooperate and establish communication, since they need to exchange information and collect opinions to do their work. Such work should be able to organize properly, so that there is an opportunity not only for the manifestation of speech initiative, but also for the improvement of knowledge. It is worth noting that such work will have a great practical orientation, because students simultaneously acquire knowledge of a foreign language, as well as learn to interact with each other, which will help them in later life. For example, it will support the processes of self-knowledge, self-realization and, of course, will help to form a unique personality.

To achieve a positive result, the teacher should create the right emotional mood, be able to apply his knowledge, choose the appropriate form of work, learn the opinion of students in discussions, rationally organize their work, including when doing homework.

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