



Teaching English based on a learner-centered approach as a pedagogical problem

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ABSTRACT

This article explores the pedagogical challenges of teaching English using a learner-centered approach. In the context of globalization, education plays a crucial role in the comprehensive development of individuals, fostering qualities of excellence and skilled professionals. The modern era demands that young people be equipped with substantive information swiftly, necessitating conditions for the thorough assimilation of various disciplines. The educational process must aim at developing, socializing, and nurturing independent, critical, and creative thinking abilities in students. This approach is termed learner-centered education.

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Ingliz tilini shaxsga yo'naltirilgan yondashuv asosida o'qitish pedagogik muammo sifatida

ANNOTATSIYA

Kalit so'zlar:

shaxsga yo'naltirilgan
yondashuv,
ingliz tilini o'qitish,
globallashuv,
ta'limni rivojlantirish,
pedagogik muammolar,
psixologik va tipologik
xususiyatlar,
amaliy foydalanish,

Ushbu maqolada ingliz tilini shaxsga yo'naltirilgan yondashuv asosida o'qitishning pedagogik muammolari ko'rib chiqiladi. Globallashuv sharoitida ta'lim shaxsni har tomonlama kamol toptirishda, mukammal va malakali mutaxassislarni tarbiyalashda hal qiluvchi rol o'ynaydi. Zamonaviy davr yoshlarni tezkorlik bilan mazmunli ma'lumotlar bilan ta'minlashni taqozo etmoqda, bu esa turli fanlarni puxta o'zlashtirishi uchun shart-sharoitlarni taqozo etadi. Ta'lim

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kontekstual tushunish,
bilimlarni farqlash,
oliy o'quv yurtlari.

jarayoni o'quvchilarda mustaqil, tanqidiy va ijodiy fikrlash qobiliyatlarini rivojlantirish, ijtimoiylashtirish va tarbiyalashga qaratilgan bo'lishi kerak. Ushbu yondashuv shaxsga yo'naltirilgan ta'lim deb ataladi.

Преподавание английского языка на основе личностно-ориентированного подхода как педагогическая проблема

АННОТАЦИЯ

Ключевые слова:

подход,
ориентированный на
обучающегося,
преподавание
английского языка,
глобализация,
образовательное
развитие,
педагогические проблемы,
психологические и
типологические
характеристики,
практическое
использование,
контекстное понимание,
дифференциация знаний,
высшие учебные
заведения.

В данной статье рассматриваются педагогические проблемы преподавания английского языка с использованием подхода, ориентированного на обучающегося. В контексте глобализации образование играет решающую роль во всестороннем развитии личности, способствуя развитию качеств совершенства и квалифицированных специалистов. Современная эпоха требует, чтобы молодые люди быстро снабжались существенной информацией, что требует условий для тщательного усвоения различных дисциплин. Образовательный процесс должен быть направлен на развитие, социализацию и воспитание независимых, критических и творческих способностей мышления у студентов. Такой подход называется обучением, ориентированным на обучающегося.

INTRODUCTION

In the context of globalization, education plays a crucial role in the comprehensive development of an individual, fostering qualities characteristic of a complete and skilled professional. The rapid pace of today's world demands equipping young people with well-founded knowledge in a short period, creating necessary conditions for thorough mastery of various subjects. Modern educational processes are expected to focus on developing individuals, socializing them, and fostering independent, critical, and creative thinking abilities. Education that can demonstrate these opportunities is referred to as "learner-centered education".

The development of a person in life is primarily determined by the formation of personal qualities. Development is a process that manifests the improvement of a person's physical, mental, moral, and other qualities. Education, as a criterion of being well-educated, is historically linked with the formation of personal qualities. Science and practice prove the influence of the external environment on human development. Throughout their life, a person relies on someone else's experience, shaping their skills and competencies based on this experience. They gather social life experiences as heirs of the past and prepare for the future.

METHODOLOGY

Historically, Eastern thinkers have placed special emphasis on the role of the community in ensuring personal development. For instance, Abu Ali ibn Sina highly valued the role of the social environment in shaping an individual. He emphasized the

importance of the microenvironment in a child's upbringing, highlighting the need to protect children from negative influences. Abu Nasr al-Farabi stated that humans have a need to interact with others and feel their support, considering practical actions to satisfy this need as leading to personal development. Abu Rayhan Beruni noted that mutual assistance, cooperation, and benevolence towards others determine a person's role and place in the social environment.

An analysis of scientific sources indicates that numerous English teaching methodologies have been developed both abroad and in our country. In creating a model for teaching English based on a learner-centered approach, we utilized a systematic approach. According to L.A. Shevtsova, "a methodological system is a key link in the system of continuous training of school pedagogical personnel, allowing its implementation". I.P. Podlasy adheres to the same viewpoint, stating that "the structural components of the system where the pedagogical process takes place describe the goals, tasks, content, methods, interaction forms of teachers and students, and the achieved results". Many scholars believe that a systematic approach is the most reliable methodological basis for improving both pedagogical theory and practice. V.V. Andreev identifies the following characteristics of the pedagogical system:

- Integrity and entirety, not reduced to a mechanical sum of its elements' properties, while each element has its place and specific functions;
- The system's structure and functioning are determined not by the properties of individual elements but by its structural characteristics;
- Hierarchy, where each element of the system can be considered as a relatively independent subsystem;
- Interdependence of the system and its environment, where the system operates and develops in close connection with its environment;
- Multiple characteristics, using various schemes and models due to the complexity of system objects during the cognition process.

Various scientific studies and literature discuss the importance of learning foreign languages and their role in communicative interaction. For example, Professor U. Jumanazarov (2021) identified 11 didactic principles in teaching the "Practical English Course" in higher educational institutions: comprehensive teaching, education, and development; orderliness and sequence; interdisciplinary connections; systematicity; scientificity; the connection between theory and practice; professional-pedagogical orientation; visibility; differentiation and individualization of teaching; attitude towards creativity and motivation; and comprehensibility (Jumanazarov, 2021).

RESULTS

Teaching English in non-philological fields in higher education institutions naturally requires a new approach. Considering the specific characteristics of these fields, it is essential to create and improve the methodology for teaching foreign languages, making it an urgent task of today. The research focuses on two main issues:

1. The specific features of teaching English in non-philological fields of higher education institutions.
2. Scientific-methodological considerations of teaching English based on a learner-centered approach in these fields.

In non-philological fields of higher education institutions, students are required to master the functional aspects of English (in terms of usage) and then apply them intuitively. In foreign language education, information is truly practical. Grammar

teaching in non-philological fields is primarily limited to mastering the meaning, form, and use of structures, understanding rules, and using them in communicative situations, and applying grammatical skills in oral and written production (Freeman, 2016).

Research indicates that at different stages of learning English, the issue of forming language knowledge (linguistic competence) is crucial. The term "linguistic competence" is often used synonymously with "language competence." Language competence involves the manifestation of skills and abilities in engaging in speech activities in English. Some scholars prefer the term "language acquisition" instead of "language competence." For instance, I.A. Zimnya (1999) emphasizes listening and speaking skills as the primary types of speech activity, stating that language competence involves mastering the grammar, vocabulary, and phonetics of the studied language, developing in various stages of speech activity in both oral and written forms Zimnya (1999).

The concept of "foreign language competence" refers to a comprehensive set of abilities, skills, and competencies formed during the process of learning a foreign language. American psychologist and psycholinguist D. Slobin distinguishes between these terms, stating that regular communication leads to the development of language understanding skills. French scientist S. Savignon considers language competence synonymous with grammatical competence, encompassing lexical, morphological, syntactic, and phonological layers of language (Savignon, 1997).

DISCUSSION

Today, developing students' communicative competence in modern social conditions may require addressing several crucial directions. However, for practical purposes, it is essential to limit communicative competence development to specific types of interaction, such as service-oriented, role-playing, and other personal forms. Typically, the psychological distance between partners serves as the basis for differentiation, leading to a "you-me" contact. In communication, a person reveals themselves and their inner world to their partner, granting them the status of a "close person," making the interaction genuinely trustworthy. Communicative competence may require the readiness and skill to establish necessary connections at varying psychological distances. However, difficulties arise due to the partner's character, nature, and specific situation, indicating that competence involves flexibility in switching communication styles, which is a vital factor in communicative competence (Manvelov, 2002).

In scientific-methodological literature, the content and structure of teacher competence, its process, and outcome aspects, and its role in a learner-centered approach are extensively analyzed from pedagogical and psychological perspectives. We refer to the scientific works of A.K. Markova, M.K. Yerst, J. Garanina, Y.V. Vardanyan, O.A. Bulovenko, I.A. Zimnya, A.V. Raysev, and others, highlighting certain aspects of this issue.

A.K. Markova's considerations reveal specific foundations: according to this viewpoint, the structure of competence includes internal tasks of activity, such as motivation, knowledge, skills, and competencies, considering its process and result indicators. E.F. Zeer and O.N. Shakhmatova view it as a set of professional knowledge and skills, methods of professional activity; V.G. Afanasyev assesses it as a set of tasks, rights, and responsibilities of a specialist. T.G. Braje's research indicates that professional competence involves not only professional knowledge but also values, motivation for activity, understanding oneself and the surrounding world, methods of communication with people, and general cultural elements (Temirov, 2014).

CONCLUSION

To conclude, enhancing students' communicative skills in modern social contexts may necessitate addressing various critical areas. However, for practical purposes, communication competence development should be limited to specific sorts of engagement, such as service, role-playing, and other personal forms in teaching English for specific purposes.

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