

A PERSONALITY-ORIENTED APPROACH TO TEACHING A FOREIGN LANGUAGE

Xidirova Zuhra Pulatovna

Interfaculty department of the English language
National University of Uzbekistan named after Mirzo Ulugbek, teacher

ABSTRACT

The relevance of this work is due to the conditions associated with the change 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 education. Great attention should be paid to creating an educational environment at the university in which further socialization of the individual takes place and professionally oriented skills of each student are developed. Each student is a person with their own needs and desires. The teacher must take into account all aspects of a personality-oriented approach when developing and implementing a foreign language course.

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

Modern 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. In this regard, the pedagogy of technogenic civilization is being changed to the "humanitarian pedagogy of anthropogenic civilization", which is based on the idea of such an organization of the learning and upbringing process in which "students become subjects of their own development". In the field of education in general and foreign language teaching in particular, personality-oriented learning is a priority. Teaching can be focused either on a teacher-centered or student-centered approach, or on a combination of both approaches. For centuries, the teacher has been the main link and leader of the entire learning process, preference has been given to teacher-oriented learning. The current system of teaching a foreign language is mostly traditional, although teachers are often required to use methods of a personality-oriented approach. For the most part, the curricula of the discipline "Foreign Language" are adopted by the educational and methodological department of universities, which describes the content, schedule, learning conditions, attendance policy and assessment process. The specifics of teaching a foreign language are not taken into account. A strict directive is prescribed to the teacher, which makes it clear

what the teacher is responsible for. These decisions, 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 predetermined and predetermined period of time, usually a semester. If the course is not completed within the allotted time period, 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 instructing them to cover certain topics of the curriculum and do it in a certain time. In these conditions, in order for a future specialist to become competitively 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 at all levels of the educational system participate in it. Education professionals and management bodies should review the nature of the current system and curricula at all levels, whether in schools or higher education institutions, and make the necessary changes in order to ensure that learning is centered on the student.

- Teachers should be competent enough to use a person-centered approach.
- One of the main tasks of a 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 personality-oriented approach. 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 personality-oriented approach. They should begin to apply student-centered assessment methods that, when used correctly, show an objective picture of student performance. The teacher should use various means (mass media, social networks, IT technologies) to maintain stable motivation among students when learning a foreign language. The lack of motivation to study 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 whole society. Everyone should take action 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 a personality-oriented approach. A more comprehensive study is needed, covering a larger number of students, to learn about the state of implementation of the personality-oriented approach. Other difficulties associated with the whole system are the assessment and rigorous curriculum, the large number of students in the group, etc. All of this creates serious obstacles to making real progress in student-centered learning.

The current assessment 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, correctness of translation of texts of various types. They do not necessarily relate to the depth of understanding or 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. New methods should be used, such as self-assessment or peer review using journals, files, blog diaries, and projects. Student-centered learning means that both students and teachers must 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 such that the administrative system must follow an already defined program, where the developer or teacher is given little freedom of choice. When an enthusiastic teacher tries to implement student-centered methods or use them, he faces difficulties such as having to follow a prescribed program and finish it at a set time or teach certain topics not of his choice. Learning using a person-centered approach requires a small number of students in groups so that the teacher can use various types of group work. This does not apply to most situations where the average number of students in a class can reach twenty to twenty-five students.

REFERENCES

1. Dubskikh A. I., Kisel O. V., Bosik G. A. Development of foreign-language professional and communicative competence of students through a differentiated approach // *Modern problems of science and education*. 2019. No. 4. P. 85.
2. Dubskikh A. I., Zerkina N. N. The role of a teacher in the process of teaching a professionally oriented foreign language in a technical university // *Modern trends in the development of the education system*. Cheboksary: Publishing House "Wednesday", 2018. pp. 108-110.
3. Kemerovo N. S. Designing an individual trajectory of teaching a foreign language at a technical university [Electronic resource]. Working hours: http://vestnik.tspu.ru/index.php?option=com_content&task=view&id=2291&Itemid=276

4. Kisel O.V., Dubskikh A.I., Butova A.V., Zerkina N.N. Problems related to teaching vocabulary to students of non-linguistic specialties of the Moscow State Technical University named after G.I. Nosov // *Modern high-tech technologies*. 2019. No. 7. pp. 185-189.
5. Lomakina E. A., Dubskikh A. I., Kisel O. V., Butova A.V., Potrikeeve E. S. Differentiated approach as a factor in the development of professional communicative competence of Amazonia Investigation students. 2019. Vol. 8. No. 19. pp. 287-297
6. Romanova M. V., Romanov E. P., Varfolomeeva T. N., Lomakina E. A., Chernova E. V., Ruban K. A. Intellectual game application for control of students' knowledge // *Materials of the 2016 conference on information technologies in science, management, social sphere and medicine*, ISBN (online): 978-94-6252-196-4. included in the ACSR series, ISSN 2352-538X, volume 51 pages. 298–302.