



STUDENT-CENTERED APPROACH IN ENGLISH LANGUAGE TEACHING

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Article history:	Abstract:
Received: 11 th February 2023 Accepted: 11 th March 2023 Published: 11 th April 2023	This article describes student-centered approach as one of the main tendencies in modern education. Learning process based on individual, social and cultural traits of students, their interests and emotional states contributes to the development of personality, motivation and professional qualities. The main principles of student-centered approach in the English language teaching have been characterized and the effectiveness of different types of academic activities in the development of communication skills of university students.
Keywords: student-centered approach, English language teaching, motivation, language skills.	

INTRODUCTION

In fact, in real university practice a student-centered approach to learning has its own specifics. Within the framework of a student-centered approach, it is supposed to focus on the debatable form of presentation and assimilation of educational material, which predetermines the special structure of classroom classes, the reduction of lecture forms of classes in favor of lectures, discussions, seminars, and student reports in English classes in order to achieve the learning goals. For example, students will have the opportunity to select texts independently or newspaper articles on the proposed topic, which gives students the right and opportunity to form their own opinion on the problem independently.

MATERIALS AND METHODS

According to Scheurs (2014), the learner centered approach is a strategy that includes active learning, cooperative learning, and inductive learning. In active learning, learners solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during teaching/learning sessions. In cooperative learning learners work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability. In inductive teaching and learning learners are first presented with challenges (questions or problems) and learn the course material in the context of addressing these challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. The main principles of the student-centered approach include:

- active involvement of students in the educational process;
- problematic presentation of material;
- taking into account the interests of students when choosing topics for discussion;
- taking into account the preferences of students in the choice of forms of educational activities;
- positive attitude and creating a comfortable atmosphere in the classroom;
- responsibility for the implementation of the educational process to students.

Among the advantages of a student-centered approach focus on:

- to develop students' cognitive interest in learning a foreign language;
- to develop creative and critical thinking;
- to increase motivation to learn a foreign language;
- to develop foreign language communication skills of students;
- to develop teamwork skills.

The active role of students in the learning process means that they must be able to absorb information in ways that are meaningful to them. Students use learning strategies that optimize the process of obtaining, storing and retrieving the necessary information.

According to Hamza (2013), student-centered approach reinforce the active involvement of students in class more than studying alone. This approach helps to learn the content. It can increase the opportunities to demonstrate mastery of content course so students will be more focused on mastering the language rather than only improving grade or passing the exams. Student-centered approach creates a positive climate for optimal learning, because

teachers do less telling, students do more investigating. If we investigate other scholar's researches, the scientist Siddarth Rajgarhia (2016) suggested seven ways to create a student-centered classroom.

-allow for student choice and autonomy (teacher gives students classroom or homework assignment options, let them opt for own choice to fulfil the task. Main goal is to do the given task effectively);

-use open-ended questioning techniques (it stimulates students to communicate with each other and encourage their critical and creative thinking); – engage in explicit instruction (teacher is passive, only gives clear instruction, students are active participants to do the given tasks);

- encourage student collaboration and group works (students work together and learn from each other, they share various ideas and create a better piece of art in a group collecting all thoughts);

- encourage student reflection (reflection stands an opportunity to make students' brain work better and improve their abilities);

-create individual self-paced assignments (some students are not good at mastering a new topic at once, so appropriate tasks are created to improve their language skills);

-get students involved in community-based activities (communication activities make students active and involve all student participation in the given task at the same time).

In contrast, the traditional approach to working with texts requires students to mainly perform the tasks of the teacher. As a rule, they must add, rearrange, or complete a section of one or more texts that occur outside of their own linguistic context. In contrast, the student-centered approach involves the creation by students of the linguistic structure of the exercise from their individual resources, thereby requiring them to understand a specific goal and activate linguistic knowledge.

In this research, we have selected data collection tools. We asked first year students to answer the questions in the written forms, why they are learning English and express their willing to learn from their course. The analysis of the questionnaires helped us to identify not only gaps in grammar, but also to determine the goals of learning a foreign language for each student and use this information in the course of further education.

Teacher's role in student-centered approach will be to guide as a facilitator and a coach. As a guide, teachers provide different ways and forms to access learning materials because students have different abilities. Some materials are only related to some students, so teachers suggest various materials for students in order not to be bored and participating actively in the class to acquire the language effectively. Acting as a facilitator, teachers help students to learn materials. Teachers make the class more lively and passionate. Teachers are required to have the ability to communicate and interact with students. Teachers play an important role to create environment that foster students' learning successfully, as well as, motivate students to obtain their goals.

A student-centered approach allows assignments that are productive both in form and content, as students can choose what they want to say and also decide how best to express it. Since the needs and perceptions of each student are individual, it is expected that students will have to independently formulate the problems they are trying to solve. An analysis of the mistakes made shows that they are evidence of an internal creative process. Individual encouragement of the success of each student, an emphasis on the progress made, help to remove the language risk when completing the assignment and help make the learning process more effective.

From an educator's point of view, one of the most valuable aspects of a student-centered approach is the diagnostic tool. Since students actively use all their linguistic resources to create examples, the teacher has to continuously assess the competence of each student at any stage of the lesson. This makes it possible to highlight many problems that might otherwise remain hidden and that can be resolved once they are discovered.

CONCLUSION

The specifics of teaching English at a university lies in the strict regulation of the learning process by the norms of the educational standard and in a significant reduction in classroom hours, so a complete rejection of the methods that the teacher-oriented approach implies is impossible and does not seem appropriate. A reasonable combination of traditional and modern pedagogical methods is needed to successfully master the educational program, but at the same time make the learning process exciting for students, which is facilitated by the active use of student-centered approach methods.

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