

LEARNER-CENTERED EDUCATION IN FOREIGN LANGUAGE TEACHING CONTEXT OF UZBEKISTAN

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***Annotatsiya:** O‘zbekistonda chet tillarni o‘qitish uzoq tarixga ega bo‘lib, professor Jamol Jalolovning ilmiy ishlarida batafsil yoritilgan. Maqolada O‘zbekistonda chet tilni o‘qitish kontekstida shaxsga yo‘naltirilgan yondashuvning joriy etilishi tarixi o‘rganilgan. Chet tillarni o‘qitishning shaxsga yo‘naltirilgan amaliyotlarni Uzbekiston ta‘lim tizimiga joriy etishni o‘rganish strategik pedagogika nuqtai nazaridan samaradorlikni oshirish va chet tillarini o‘qitishni takomillashtirishda katta ahamiyat kasb etadi.*

***Kalit so‘zlar:** shaxsga yo‘naltirilgan yondashuv, ta‘lim dasturlari, talabalarning ehtiyojlari va qiziqishlari.*

***Аннотация:** Преподавание иностранных языков в Узбекистане имеет многолетнюю историю, и подробно описано в научных трудах профессора Жамол Джалолова. В статье исследована история внедрения личностно-ориентированного подхода в контексте преподавания иностранного языка в Узбекистане. Изучение внедрения практик, ориентированных на учащихся, в контексте преподавания иностранного языка важно для максимизации эффективности с точки зрения стратегической педагогики и совершенствования преподавания иностранного языка.*

***Ключевые слова:** личностно-ориентированный подход, учебные программы, потребности и интересы обучающихся.*

***Annotation:** Teaching foreign languages in Uzbekistan has a long-lasting history that was described in details by prof. J.J. Jalolov’s works. The article*

investigated the history of implementing learner – centered approach in Uzbek EFL context. Exploring the implementation of learner-centered practices in the context of ELT is important to maximizing their usefulness in terms of strategic pedagogy and enhanced target language development.

Key words: *learner-centered education, personally-oriented, curricula, the needs and interests of students.*

The FL education has social and personally-oriented values. Dynamic processes in all spheres in Uzbekistan need acquiring one or two FL. The development of the country under the conditions of market economy and information technologies can be achieved with the help of human resources – the important factor of economic and social progress. The FL education contributes to solve this problem objectively.

In Uzbekistan ELT is seen as a career in the field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience. Nowadays the demonstration of a certain level of proficiency in English as component of certification is required.

In Uzbekistan the multistage model of FLT has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well-known multilevel model of FLT in the foreign countries.

At present time personally-oriented value of FL education is called forth the followings:

1. understanding the importance of FL as a means of communication in multilingual and polycultural world;
2. having imaginations about requirements to his/her level of FL proficiency at all stages of education and technologies of its assessment;
3. individuals need in learning FL and its practical using.

Exactly the last one determines prestige of the FL and its learning for individuals.

Under the conditions of developing multilingualism we can no longer afford to remain monolingual. Successive reforming occurred in Uzbekistan demands all peoples to speak a variety of languages. Learning FL no longer a pastime: it is a necessity. It is known that learning a foreign language results in students achieving greater divergent thinking, creativity, and cognitive development compared to monolingual students. When students learn a FL they have a tendency of outscoring those who are proficient in only a single language on tests of nonverbal and verbal intelligence.

Global objective of any educational system is preparation of young generation for adequate participation in all fields of activity of a society. For achievement of this objective educational process should be under construction in view of features of progress of a modern polycultural society for which plurality of cooperating languages and cultures are characteristics, first, and secondly, plurality of texts and the text formats circulating in global information space, created by modern means of a mass communication.

Development of multilingualism in Uzbekistan means learning FL, but at the same time it aims to strengthen and develop the native and second languages of those living in Uzbekistan. The language and cultural diversity are dealt with as value elements of the world cultural heritage and the philosophy of intercultural social interaction in any multilingual and polycultural space.

Learner-centered Learning involves the giving over of some «power» in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the learners, as well as taking into account their learning needs and objectives. Learner-centered curricula are designed by considering the needs and interests of students, and process-oriented syllabuses which center on procedures, tasks and content.

Teaching foreign languages in Uzbekistan has a long-lasting history that was described in details by prof. J.J. Jalolov in his works.

Since 2018, the Government of Uzbekistan (GOU) has introduced several path-breaking reforms in the economy as well as in education sector. While many of the

reforms in education sector were in line with the vision and strategies in ESP 2019-2023, there were several other interventions that went beyond the vision of ESP 2019-2023. Accordingly, the GOU has been successful in attracting several bilateral agencies to invest in education sector in the country. Since 2018, there have been several studies conducted around the education sector issues in Uzbekistan that provides more insights into the education sector issues.

Exploring the implementation of learner-centered practices in the context of ELT is crucial to maximizing their usefulness in terms of strategic pedagogy and enhanced target language development. Haley and Austin suggest, “As the field is constantly changing, we want to stress that this process of questioning one’s assumptions and reconstructing them on the basis of new knowledge is key to maintaining instructional practices that are responsive to our learners”. The way theory is envisaged in classroom practice is worth investigation, especially since teachers and learners sometimes appear to be caught between tediously sticking to old tradition and obediently imitating current trends. In addition to linking theory to practice, an important aspect of ELT pedagogy is improving practice to optimize learning outcomes. As Leung states, “A researched pedagogy scrutinizes pedagogic activity to assess its mode of implementation, its operation, and its outcomes.”.

In ELT, the main LCE-oriented approaches are: attending to learners’ needs through integrating language-and-content raising students’ awareness of their active role through tasks and projects; and leading learners towards autonomy through peer cooperation, and instructional communication.

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