MODERN TOOLS FOR TEACHING ENGLISH LANGUAGE THROUGH LEARNER-CENTERED KNOWLEDGE

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Abstract. The current educational situation is distinguished by the appearance of the humanitarian tendency, which involves differences from traditional aspects in the organization of the learning process, which are based on the theory of personality-oriented collaboration. The article deals with the essence of the modern educational system in teaching English in the field of education. It identifies the consistency of application of certain teaching methods, as well as their specificity. The main methods of teaching English are defined, and the role of the language itself in the system of international relations is actualized. The notion of foreign language learning systems on the basis of a common international space is formed. In process of work on formation of foreign language competence of students the types of motivation to study a foreign language in an educational institution, methods and techniques of its formation in the process of application of technology of teaching on the basis of student-centered approach are considered, the results of realization of this technology are described.

Key words: English language, linguistics, modern teaching methods, motivation, learner-centered approach.

Annotatsiya. Hozirgi ta'lim holati insonparvarlik tendentsiyasining ko'rinishi bilan ajralib turadi, bu shaxsga yo'naltirilgan hamkorlik nazariyasiga asoslangan o'quv jarayonini tashkil etishda an'anaviy jihatlardan farqlarni o'z ichiga oladi. Maqolada ta'lim sohasida ingliz tilini o'qitishda zamonaviy ta'lim tizimining mohiyati ko'rib chiqiladi. U ma'lum o'qitish usullarini qo'llashning izchilligini, shuningdek, ularning o'ziga xosligini belgilaydi. Ingliz tilini o'qitishning asosiy usullari belgilab berildi, tilning o'zining xalqaro munosabatlar tizimidagi o'rni aktuallashtirildi.

Umumiy xalqaro makon asosida chet tillarini o'rganish tizimlari haqida tushuncha shakllanadi. Talabalarning chet tili kompetensiyasini shakllantirish bo'yicha olib borilayotgan ishlar jarayonida ta'lim muassasasida chet tilini o'rganishga bo'lgan motivatsiya turlari, o'quvchiga yo'naltirilgan yondashuv asosida o'qitish texnologiyasini qo'llash jarayonida uni shakllantirish uslub va uslublari. ko'rib chiqiladi, ushbu texnologiyani amalga oshirish natijalari tavsiflanadi.

Kalit so'zlar: ingliz tili, tilshunoslik, zamonaviy o'qitish usullari, motivatsiya, o'quvchiga yo'naltirilgan yondashuv.

Абстрактный. Современная образовательная ситуация отличается появлением гуманитарной тенденции, предполагающей отличия от традиционных аспектов организации учебного процесса, основанных на теории личностно-ориентированного сотрудничества. В статье рассматривается сущность современной образовательной системы преподавания английского языка в сфере образования. Он определяет последовательность применения тех или иных методов обучения, а также их специфику. Определены основные методы преподавания английского языка, а также актуализирована роль самого языка в системе международных отношений. Формируется представление о системах обучения иностранным языкам на основе единого международного пространства. В процессе работы по формированию иноязычной компетенции студентов рассмотрены виды мотивации к изучению иностранного языка в образовательном учреждении, методы и приемы ее формирования в процессе применения технологии обучения на основе личностно-ориентированного подхода. рассмотрены, описаны результаты реализации данной технологии.

Ключевые слова: английский язык, лингвистика, современные методы обучения, мотивация, личностно-ориентированный подход.

Most of the modern areas of professional training have a place in their educational plan for teaching a foreign language. Studying foreign languages allows a student to broaden his/her horizons, acquire a fundamentally new competence, and also become familiar with different existing cultures. In addition, even at the initial

level of language acquisition, a person learns to understand its specifics, use its key tools at the most appropriate moments, and also form the actual linguistic potential, according to which he/she will further develop in-depth foreign language competence. In addition, a foreign language can significantly affect the overall attractiveness of a person as a specialist, making him/her head and shoulders above specialists who do not have the skills to communicate in other languages [1].

A special place in this system is given to English, which is considered international. Studying English today is mandatory in many secondary and higher educational institutions, focused on advanced education and training of highly qualified multi-level specialists with a wide range of profiles. It is the English language that often serves as an impetus for students to master other, more segmented languages. It should be understood that today the entire economy of the country is built on the basis of interethnic interaction and the building of interstate ties. All this, as we know, is impossible without basic knowledge of the principles and knowledge of the English language, if not perfectly, then at a fairly high level [2].

In addition, today this topic is extremely relevant among the younger generation, especially the study of English, since young people understand its necessity in modern conditions. They realize that without knowledge of the international fundamentals of communication they will not be able to carry out professional activities at all possible levels, the highest of which is the implementation of international and successful professional activities in their chosen field. Such activities are impossible without detailed foreign language education.

The term learning technologies or pedagogical technologies is used to denote a set of methods of work of a teacher, methods of his/her scientific organization of work, with the help of which the achievement of learning goals is ensured with the greatest efficiency in a minimum period of time. Most researchers consider learning technologies as one of the ways to implement a personal-activity approach to learning, thanks to which students act as active creative subjects of learning activities. In the methodology of teaching foreign languages, modern teaching technologies

usually include: collaborative learning, the project method (project technologies), technology of centered learning, distance learning, the use of a language portfolio, the tandem method, intensive teaching methods, the use of technical means, primarily computer technologies [3].

In person-centered education, it is considered necessary to stimulate the student's personal interest in those problems with which he/she will need to relate himself in the environment. Personality-centered education is an open-type humanitarian technology. The purpose of this technology is the development of personal structures of consciousness (values, meanings, relationships, abilities to choose, reflection, self-regulation, etc.) and the individuality of students. This goal involves the deployment of all components of education in the direction of developing the personal and semantic essence of a person, his/her interests, desires, feelings, and motives for activity. The traditional understanding of education as the process of students mastering knowledge, skills, abilities and preparing them for life in the paradigm of person-centered education is being rethought and replaced by a broader view of education as the process of becoming a person, finding him(her)self, his/her human image: unique individuality, spirituality, creative potential. Consequently, the need to build the educational activities of a modern teacher on the basis of a person-centered approach is urgent. The central hypothesis of the person-centered approach can be formulated as follows: any individual has ample opportunities to understand himself, change his self-concept, and also for self-managed behavior; he/she can take advantage of these opportunities only if a certain psychological climate is provided.

Three conditions create this growth-promoting climate.

The first is sincerity, authenticity or congruence. The term "transparent" is used to describe this condition. At the organismic, "instinctive" level, there is a close correspondence, or congruence, between what is conscious at the current moment and what is being expressed.

The second (in importance in creating a climate for change) is acceptance, interest or encouragement - an unconditional positive attitude.

The third helping aspect of relationships is empathic understanding. When a person is listened to sympathetically and understandingly, he/she has the opportunity to listen to the flow of internal experiences and understand them more accurately.

These trends mean that a person becomes a more effective agent of his/her own change and growth. This provides greater freedom to reveal the inner fullness of the human personality. Evidence from numerous studies supports the idea that, in the presence of these helping conditions, changes in personality and behavior do occur. The person-centered approach relies on a basic trust in the body. Data from various disciplines allow us to make an even broader statement: in any organism, at any level, there is a flow of movement towards the constructive realization of its innate potential [4].

Student-centered learning is one of the effective pedagogical approaches in the implementation of educational programs by educational organizations.

The main provisions include:

- emphasis on active rather than passive learning;

- emphasis on critical and analytical study and understanding;

- increasing responsibility and accountability on the part of students;

- increased student autonomy;

- interdependence between teacher and students;

- mutual respect in relations between students and teachers;

- a reflective approach to the educational process on the part of both the teacher and students.

Student-centered instruction encourages the development of higher-order skills: critical thinking, problem solving, leadership, interpersonal skills, etc. However it should be clarified that there are some challenges in promoting learner-centered learning. Primarily, it is the issue of lack of structure in the content and activities used in a student-centered learning approach. Having a clear structure not

only supports students to successfully complete a particular activity, but also deals with the problem of disorientation which can lead to the loss of motivation/interest. It has been shown by research of various studies that students are more likely to be engaged in learning if they are given freedom of choice. Being interested in the learning material/content will lead to high engagement, autonomy, desire to communicate, analyze, think, etc. Research conducted by Hayerserver has also shown that it is easier for students to acquire and absorb knowledge if learning takes into account the personal capabilities and interests of each individual student.

In order to identify a person-oriented approach in education, we used "Questionnaire for assessing the level of school motivation by N. Luskanova". This questionnaire helped to identify students' desires to acquire knowledge, it showed how free students are in choice, whether they experience fear in the classroom, and how much the teacher is focused on them. The study included 43 students. We conducted this experiment at the school-lyceum №23 named after Z.Kosmodemyanskaya during the practical training. Also, with the use of the questionnaire, we understood which methods to use during practice.
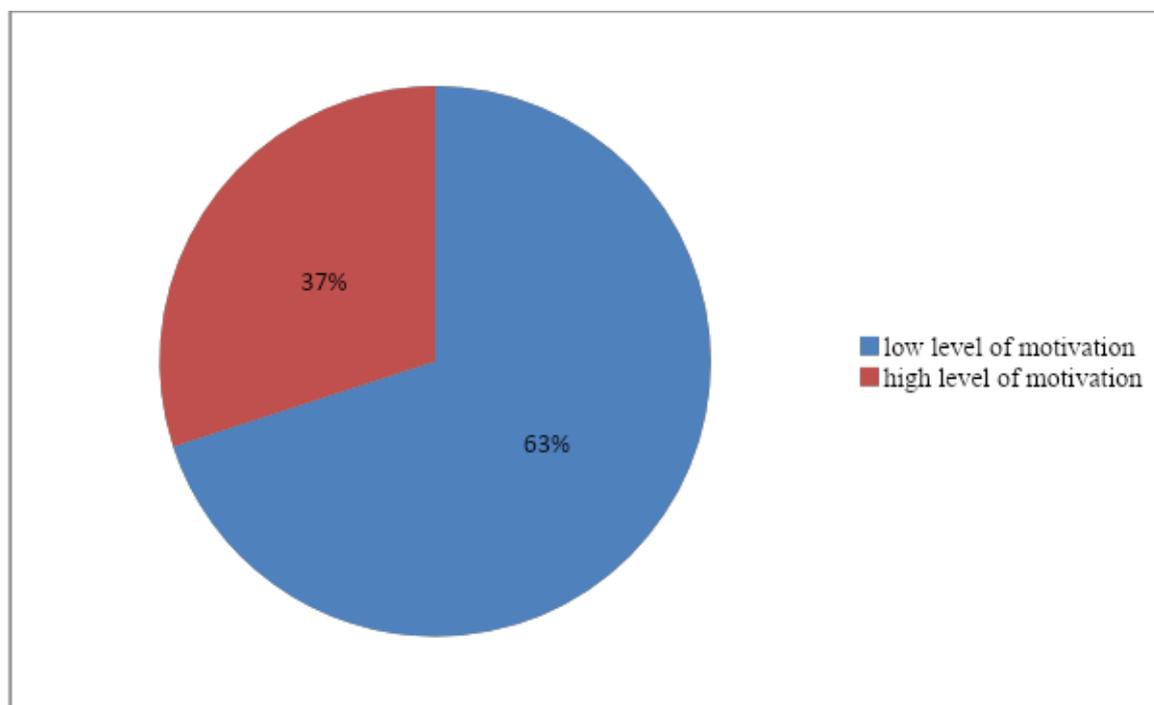

Figure 1 – Results of the questionnaire for assessing the level of motivation.

This questionnaire showed that 63% of students have lost interest in learning; in their opinion, education is not focused on them. According to these results, we have realized how to improve the teaching style. Students experienced difficulties in freedom of choice, independence, desire to communicate, analyze, think, etc.

In summary, we would like to point out that teaching foreign language to students is a high educational priority, because such additional skills are highly important and urgent in the modern world. Moreover, it is essential to pay substantial emphasis on the study of the characteristics and meaning of the organization of the learning process along this line, as well as to raise new issues of using these or those various techniques during the process of teaching English. Student-centered approach facilitates the development of a beneficial learning environment for students of all fields and ages. Modern students tend to prefer a more efficient learning environment that is supported by information and communication technologies. According to practice, a comfortable learning environment should not only be interesting and motivating, but the personality of the teacher also plays an important role in it.

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