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Turaqulova Dilafruz Qahhorovna
Teacher of ESP for Humanitarian Sciences Department
Foreign Languages Faculty, Bukhara State University
(Bukhara, Uzbekistan)

PERSONALLY-ORIENTED APPROACH IN TEACHING A FOREIGN LANGUAGE

Annotation. *This article discusses the conditions associated with the change in the higher education system, as well as the growing needs of society for highly qualified specialists.*

Key words: *personality-oriented approach, personality, student, assessment, method.*

The use of a student-centered approach in foreign language lessons is one of the main problems in modern education. Much attention should be paid to the creation of an educational environment at the university in which further socialization of the individual takes place and the professionally oriented skills of each student develop.

Each student is a person with his own needs and desires. The teacher needs to take into account all aspects of a student-centered approach when developing and implementing a foreign language course. Modern society is undergoing economic, social and cultural changes, these transformations could not but affect both the education system in general and higher education in particular. The transition of modern Russian society to a new economic formation also affects the functioning of higher education. In this regard, there is a change in the pedagogy of technogenic civilization to "humanitarian pedagogy of anthropogenic civilization", which is based on the idea of such an organization of the process of education and upbringing, in which "students become subjects of their own development." In the field of education in general and teaching foreign languages, in particular, student-centered learning is a priority. Teaching can focus on either a teacher-centered or student-centered approach, or a combination of both. For centuries, the teacher was the main link and leader of the entire learning process, preference was given to teacher-centered learning. The current system of teaching a foreign language is mostly traditional, although teachers are often required to use the methods of a student-centered approach. For the most part, the curriculum for the "Foreign Language" discipline is adopted by the educational and methodological administration of universities, which describes the content, schedule, learning conditions, attendance policy and the assessment process. The specificity of teaching a foreign language is not taken into account. A strict directive is prescribed for the teacher, which makes it clear what the teacher is responsible for. These decisions, however, are a top-down initiative for the teacher. For example, instructors are given a prescribed course with a specified number of hours and are required to complete it within a specified and predetermined period of time, usually a semester. If the course is not completed within the allotted time frame, instructors should explain why the curriculum was not followed.

Thus, on the one hand, teachers are asked to use student-centered 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 so within a certain time. In these conditions, in order for a future specialist to become competitive, authoritarianism should be

replaced with humanity, and the traditional learning process, where the teacher plays the main role, for training, where the student is at the center. However, it should be clarified that this transition is possible only if all specialists take part in it, at all levels of the educational system.

- Educational professionals and management should review the nature of the current system and curriculum at all levels, whether in schools or higher education institutions, and make the necessary changes in order to ensure learner-centered learning.
- Teachers must be competent enough to use a student-centered approach.
- One of the main tasks of the teacher should be to encourage and motivate students to work hard and actively participate in classes.
- Teachers should start using teaching methods in a student-centered approach.
- Students, in turn, must be ready to change their role in the learning process.
- Teachers should try to adapt the teaching materials used to the requirements of a student-centered approach. They should begin to apply student-centered assessment methods that, when used correctly, provide an objective picture of student performance.
- The teacher must use various means (mass media, social networks, IT-technologies) to maintain sustainable motivation among students when learning a foreign language.

Lack of motivation to learn is observed among a large number of students. This must be taken seriously by all stakeholders: administrators, educators, education policymakers, teachers, parents and the whole community. Everyone should take action to find out the causes of this problem. Research is needed to identify the pitfalls of the entire education system in relation to the student-centered approach. More comprehensive research, involving more students, is needed to learn about the state of implementation of the student-centered approach. Other difficulties associated with the entire system are assessment and rigid curriculum, large number of students in the class, etc. All of this poses serious obstacles to real progress in student-centered learning. The current rating system is problematic. Because teaching is still traditional, so is assessment. 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, correct translation of texts of various nature. They do not necessarily relate to depth of understanding or skills that students have acquired. Assessment of students 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 student-centered approach. New methods such as self-assessment or peer review using journals, files, blog posts, and projects should be used. Student-centered learning means that both they and teachers must have enough 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, today the 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 or use student-centered methods, he or she faces challenges such as having to follow a prescribed curriculum and complete it at a given time, or teach certain topics of their own choosing. Learning with a student-centered approach requires

a small number of students in groups so that the teacher can use different types of group work. This is not the case for most situations where the average number of students per class can be as high as twenty to twenty-five students.

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