



**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

**EFFECTIVE WAYS OF ORGANIZING
LEARNER CENTERED CLASSES
IN ENGLISH LANGUAGE CLASSROOM**

Xalqaro miqyosdagi ilmiy-amaliy anjuman

MATERIALLARI TO'PLAMI

23 APRIL, 2024

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Mas'ul muharrir:

Mirzaev Ibodullo Kamolovich – filologiya fanlari doktori, professor

Tahrir hay'ati:

N.B. Ataboyev, D.I. Xodjaeva, F.M.Xajieva, G.P. Nazarova,
M.B.Axmedova, O.X.Ganieva, A.A. Fayzieva, S.B. Xamdamova,
G.I. Xamraeva, N.S. Zokirova, L.X.Xaydarova,

Taqrizchilar:

Rasulov Zubaydullo Izomovich – filologiya fanlari doktori, dosent
Qosimova Nafisa Farxodovna - filologiya fanlari bo‘yicha falsafa doktori,
dosent

Bahora:I like cucumbers, tomatoes, carrots...

Result. Through this game, the Students of the lexical vocabulary, the understanding of listening and understanding and the ability to move improved. Students are interested in learning the language even more.

Conclusion. In summary, through the organization of such fun games, we not only develop the knowledge and skills of the students, but also demonstrate that the requirements of the "Sacred Lessing" program are completely implemented in practice.

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**EFFECTIVE WAYS OF ORGANIZING LEARNER CENTERED
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Yu.Ch.Mehmonova

BSU,teacher

M.Jurakulova

BSU,student

Abstract

The thesis focuses mainly on creating the atmosphere for educators, researchers, and masters of certain domains where they can have discussions and exchange ideas. It serves to find solutions to the significant missions.

Key words: linguistics, international communications, translation, interpretation, literature, comparative literature, modern approaches of teaching English, setting up translation schools, development of innovations.

Introduction

This thesis will explore effective ways of organizing learner-centered classes in the English language classroom, focusing on strategies such as student-centered activities, personalized learning, differentiated instruction, and the use of technology to create a dynamic and inclusive learning environment. By examining the advantages and difficulties of learner-centered teaching practices, this study aims to provide important insights for educators looking for to enhance student learning outputs in the English language classroom.

Main body

A learner-centered method considers students as an active agent. They bring their own knowledge, past experiences, education, and ideas – and this influences how they come up with new information and learn. It is different from our cliché TCT (teacher-centered teaching). Traditional learning approaches were informed by behaviorism, which accounts instructors as experts who must convey all the relevant information. This approach sees learners as respondents to external stimuli. While in TCT students should work on themselves more, being rather independent from teacher. Instructor should conduct a class for a fourth of the given time, and ought to ask what students have learnt for the rest of the time.

Each learning method has its own way of thought, but one point seems to come across again and again: the more engaged employees are in the learning process, the more they will retain when they get back to work. Student-centered teaching is a way to learning where the learner is at the center of the educational process. It involves active performance, willingness, and involvement of students in the classroom, permitting them to choose what to study, how to study, and why to

study. In this approach, teachers and instructors act as facilitators and guides by encouraging students in improving their skills and comprehension. The emphasis is on learner responsibility and activity, rather than instructor control and resource. Student-centered approach is implemented in various educational settings, including music, arts, education, technology, theoretical subjects, and others. It focuses mainly on the need for a shift in focus from the teacher to the learner, guiding to various alternatives in layout of curricula, course content, and the learning process itself. The aim is to provide students with more opportunities to investigate and develop their skills them for the difficulties of the future. It can help them be independent thereby preparing students to study in different parts of the world without difficulties.

The best practices for improving a learner-centered classroom contain to know more about individual students, building a positive and supportive atmosphere, providing personalized and authentic learning experiences, facilitating collaboration and independent learning, and using technology to support learner-centered pedagogy. In a learner-centered classroom, the focus is on the student as a learner and improving their learning and success. Teachers can foster their teaching methods and promote better learning outputs by teaching models that are based on specific educational philosophies and theories. In a flipped classroom, both the roles of the teacher and learners are changed, allowing for more active student participation and motivation. Learner-centered method can be informed by theoretical perspectives such as constructivism, humanism, and transformational studying. nevertheless, implementing learner-centered education can be perplexing due to the current education system's emphasis on sorting rather than learning. Implementing learner-centered approaches in English language classrooms is crucial for enhancing student engagement, motivation, and language learning and acquisition.

In the last few generations, there has been a growing emphasis on the learner-centered approaches in education, particularly in language teaching, in the field of English language teaching. Learner-centered classrooms prioritizes the needs, interests, and abilities of students, aiming to create an energetic and all-inclusive learning environment that enhances student engagement, motivation, and language acquisition. This thesis will explore effective ways of organizing learner-centered classes in the English language classroom, focusing on strategies such as student-centered activities, personalized learning, differentiated instruction, and the use of technology. By examining the benefits and challenges of learner-centered teaching practices, this study aims to provide valuable insights for educators seeking to optimize student learning outcomes.

While learner-centered approaches offer numerous benefits, they also present challenges for educators. One common challenge is the need for additional time and resources to plan and implement student-centered activities effectively. Educators may also face resistance from students who are accustomed to more traditional forms of instruction. Furthermore, evaluating student progress and giving feedback in a learner-centered classroom can be more complicated than in a teacher-centered classroom.

Conclusion

In conclusion, establishing learner-centered classes in the English language classroom requires careful layout, creativity, and eligibility on the educator's part. By establishment of student-centered activities, personalized learning, differentiated instruction, and the use of technology, educators can create more interesting classes which can be a strong spur for students to look forward to achieving high results. While there are challenges linked with learner-centered methods, the benefits far outweigh the drawbacks. By prioritizing the needs and interests of students, educators can enable learners to be owner of their learning and achieve success in the English language classroom.

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