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Personality-Oriented Approach in Teaching a Foreign Language

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Annotation: The relevance of this work is due to the conditions associated with the change in the system of higher education. As well as the growing needs of society for highly qualified specialists engineering specialties. The application of a personality-oriented approach in foreign language lessons is one of the main problems in modern education. Much attention should be paid to creating an educational environment at the university in which further socialization of the individual takes place and professionally oriented skills of each student are developed. Each student is a person with their own needs and desires. The teacher needs to take into account all aspects of a personality-oriented approach when developing and implementing a foreign language course.
Keywords: personality-oriented approach, personality, student, assessment, method.

I. INTRODUCTION

Modern Uzbek society is undergoing changes in economic, social and cultural terms, these transformations could not but affect both the education system in general and higher education in particular. The transition of modern Uzbek 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 the "humanitarian pedagogy of anthropogenic civilization", which is based on the idea of such an organization of the learning and upbringing process lies in which "students become subjects of their own development" [5].

In the field of education in general and teaching foreign languages, in particular, personality-oriented learning is a priority.

Teaching can be focused either on an approach aimed at the teacher or at the student, or on a combination of both approaches. For centuries, the teacher has been the main link and leader of the entire learning process, preference has been given to teacher-oriented learning [1].

The current system of teaching a foreign language is mostly traditional, although teachers are often required to use methods of a personality-oriented approach. For the most part, the curricula of the discipline "Foreign Language" are adopted by the educational and methodological department of universities, which describes the content, schedule, learning conditions, attendance policy and evaluation process. The specifics of teaching a foreign language are not taken into account. A strict directive is prescribed to the teacher, which makes it clear what the teacher is responsible for [7]. These solutions, however, are for the teacher an initiative from above. For example, teachers are given a prescribed course with a certain number of hours, and they are required to complete it in a predetermined and predetermined period of time, usually a semester. If the course is not completed within the allotted period of time, teachers must explain the reasons for non-fulfillment of the curriculum. Thus, on the one hand, the teacher is asked to use student-oriented methods, and on the other hand, they are forced not to do this, limiting their freedom of choice and prescribing them to cover certain topics of the curriculum and do it in a certain time.

In these conditions, in order for a future specialist to become competitively capable, it is necessary to change authoritarianism to humanity, and the traditional learning process, where the teacher plays the main role, to training, where the student is at the center. However, it should be clarified that this transition is possible only if all specialists at all levels of the educational system take part in it [6].

1) Education professionals and management bodies should review the nature of the current system and curricula at all levels, whether in schools or higher education institutions, and make the necessary changes in order to ensure that the training is centered on the student.
2) Teachers should be competent enough to use a personality-oriented approach.
3) One of the main tasks of the teacher should be to encourage and motivate students to work hard and actively participate in classes.

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4) Teachers should start using teaching methods, within the framework of a personality-oriented approach [2].
5) Students, in turn, should be ready to change their role in the learning process.
6) Teachers should try to adapt the teaching materials used to the requirements of a personality-oriented approach. They should begin to apply student-centered assessment methods that, when used correctly, show an objective picture of student performance [4].
7) The teacher must use various means (means mass media, social networks, IT technologies) to maintain stable motivation among students when learning a foreign language [3].

Lack of motivation to study is observed among a large number of students. This should be taken seriously by all stakeholders: administrators, educators, education policy makers, teachers, parents and the whole society. All we must take measures to find out the causes of this problem. It is necessary to conduct research to identify the pitfalls of the entire education system in relation to the personality-oriented approach.

A more comprehensive study covering a larger number of students is needed to find out about the state of implementation of the personality-oriented approach.

Other difficulties associated with the whole system are assessment and a rigid training program, a large number of students in a group, etc. All that creates serious obstacles to achieving real progress in student-centered learning.

The current evaluation system creates problems. Since teaching is still traditional, so is assessment too. 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, correctness of translation of texts of various kinds [8; 9]. They are not necessarily about the depth of understanding or skills that have been acquired students.

Student assessment 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 personality-oriented approach [11].

New methods should be used, such as self-assessment or peer review using journals, files, blog diaries and projects [10].

Student-centered learning means that both they and teachers should have a sufficient number of 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 methods, focused on students, or using them, he faces difficulties such as having to follow a prescribed program and finish it at a given time or teach certain topics not of his choice.

Learning, using a personality-oriented approach, requires a small number of students in groups so that the teacher can use various types of group work. This does not apply to most situations where the average number of students in a class can reach twenty to twenty-five students.

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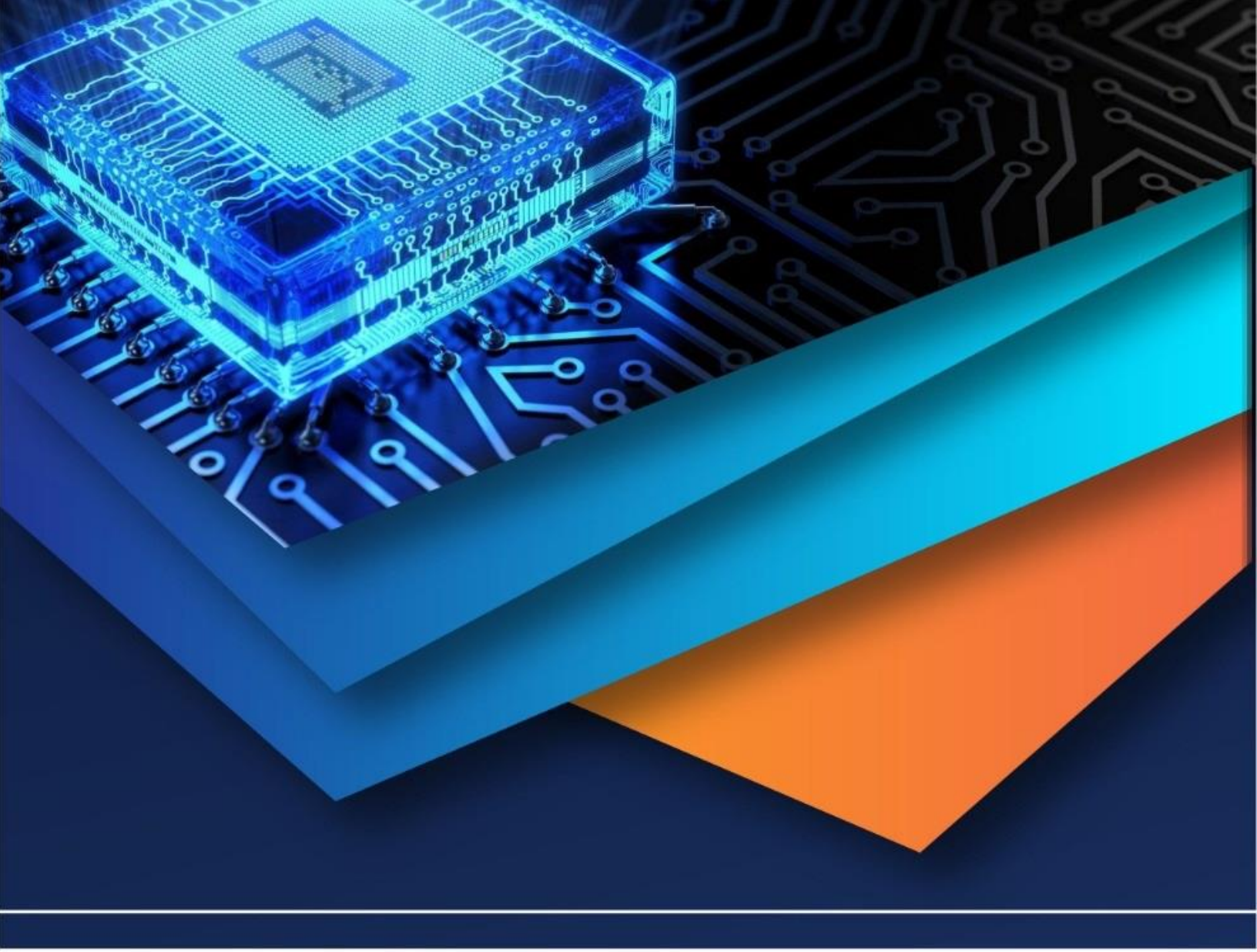

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