

The Effectiveness of The Learning Process in English

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Annotation: Personal and individual approaches answer the question of what to develop. The answer to this question can be formulated as follows: it is necessary to develop and form not a single set of qualities oriented towards state interests that constitutes an abstract "graduate model", but to identify and develop the individual abilities and inclinations of the student. This is an ideal, but it must be remembered that education should take into account both individual abilities and inclinations, and the social order for the production of specialists and citizens. Therefore, it is more expedient to formulate the task of the school as follows: the development of individuality, taking into account social requirements and requests for the development of its qualities, which presupposes an essentially socio-personal, or rather, a cultural-personal model of education orientation. The following article is devoted to the importance of the above-mentioned approach for the effectiveness of learning.

Key words: learner centered, approach, method, socialisation, discussion, technology.

Personality-oriented learning (LOO) is such learning, which puts the child's identity, his intrinsic value, and the subjectivity of the learning process at the forefront.

Personally-oriented learning is not just taking into account the characteristics of the subject of learning, it is a different methodology for organizing learning conditions, which involves not accounting but inclusion of his own personal functions or the demand for his subjective experience.

The goal of personality-oriented education is to "lay in the child the mechanisms of self-realization, self-development, adaptation, self-regulation, self-defense, self-education and others necessary for the formation of an original personal image.

Functions of student-centered education:

humanitarian, the essence of which is the recognition of a person's intrinsic value and ensuring his physical and moral health, awareness of the meaning of life and an active position in it, personal freedom and the possibility of maximum realization of one's own potential. The means (mechanisms) for the implementation of this function are understanding, communication and cooperation;

culture-creating (culture-forming), which is aimed at the preservation, transmission, reproduction and development of culture by means of education. The mechanisms for the implementation of this function are cultural identification as the establishment of a spiritual relationship between a person and his people, the acceptance of his values as his own and the construction of his own life taking them into account;

socialization, which involves ensuring the assimilation and reproduction of the social experience by the individual, which is necessary and sufficient for a person to enter the life of society. The mechanism for the implementation of this function is reflection, preservation of individuality, creativity as a personal position in any activity and a means of self-determination.

The implementation of these functions cannot be carried out under the conditions of the command-administrative, authoritarian style of teacher-student relations. In student-centered education, a different position of the teacher is assumed:

an optimistic approach to the child and his future as the teacher's desire to see the prospects for the development of the child's personal potential and the ability to maximally stimulate his development;

the attitude to the child as a subject of his own educational activity, as to a person who is able to learn not under compulsion, but voluntarily, of his own free will and choice, and to show his own activity;

reliance on the personal meaning and interests (cognitive and social) of each child in learning, promoting their acquisition and development.

The content of personality-oriented education is designed to help a person in building his own personality, determining his own personal position in life: to choose values that are significant for oneself, master a

certain system of knowledge, identify a range of scientific and life problems of interest, master ways to solve them, open the reflective world of one's own "I" And learn how to manage it.

The criteria for the effective organization of student-centered learning are the parameters of personal development.

Thus, summarizing the above, we can give the following definition of student-centered learning:

"Personally-oriented learning" is a type of learning in which the organization of the interaction of learning subjects is focused to the maximum extent on their personal characteristics and the specifics of personality-subject modeling of the world.

Features of Personality-Oriented Technologies One of the main features by which all pedagogical technologies differ is the measure of its orientation towards the child, the approach to the child. Either technology comes from the power of pedagogy, the environment, and other factors, or it recognizes the child as the main character - it is personally oriented.

The term "approach" is more precise and more understandable: it has a practical meaning. The term "orientation" reflects mainly the ideological aspect.

The focus of personality-oriented technologies is the unique holistic personality of a growing person who seeks to maximize his capabilities (self-actualization), is open to the perception of new experience, is capable of making a conscious and responsible choice in a variety of life situations. The key words of personality-oriented education technologies are "development", "personality", "individuality", "freedom", "independence", "creativity".

Personality is the social essence of a person, the totality of his social qualities and properties, which he develops in himself for life.

Development is a directed, natural change; as a result of development, a new quality arises. Individuality is the unique originality of any phenomenon, person; the opposite of the general, the typical.

Creativity is the process by which a product can be created. Creativity comes from the person himself, from within and is the expression of our entire existence.

Personally-oriented technologies are trying to find methods and means of teaching and upbringing that correspond to the individual characteristics of each child: they adopt psychodiagnostic techniques, change the attitudes and organization of children's activities, use a variety of teaching aids, and rebuild the essence of education.

A personality-oriented approach is a methodological orientation in pedagogical activity, which allows, through relying on a system of interrelated concepts, ideas and methods of action, to provide and support the processes of self-knowledge and self-realization of the child's personality, the development of his unique individuality.

Personality-oriented technologies oppose the authoritarian, impersonal and soulless approach to the child in the technology of traditional education, create an atmosphere of love, care, cooperation, conditions for creativity and self-actualization of the individual.

Methodological foundations for organizing a student-centered lesson

The personality-oriented lesson, in contrast to the traditional one, first of all changes the type of interaction "teacher-student". The teacher moves from the team style to cooperation, focusing on the analysis not so much of the results as of the student's procedural activity.

The student's positions change - from diligent performance to active creativity, his thinking becomes different: reflexive, that is, aimed at the result. The nature of the relationships developing in the classroom also changes. The main thing is that the teacher should not only give knowledge, but also create optimal conditions for the development of the personality of students.

Teacher activities in the lesson with a personality-oriented focus

Creation of a positive emotional mood for the work of all students during the lesson.

The message at the beginning of the lesson is not only the topic, but also the organization of educational activities during the lesson.

Application of knowledge that allows the student to choose the type, type and form of material (verbal, graphic, conditionally symbolic).

Use of problematic creative assignments.

Encouraging students to choose and independently use different ways of completing assignments.

Assessment (encouragement) when questioning in the classroom not only the correct answer of the student, but also the analysis of how the student reasoned, which method he used, why he made a mistake and in what.

Discussion with the children at the end of the lesson not only about what “we learned” (what we mastered), but also what they liked (did not like) and why, what they would like to do again, and what to do differently.

The mark given to the student at the end of the lesson must be reasoned according to a number of parameters: correctness, independence, originality.

When homework is given, not only the topic and scope of the task is named, but it also explains in detail how to rationally organize your study work when doing homework.

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