

MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNALMENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>THE EFFICIENCY OF LEARNER-CENTERED APPROACH IN  
TEACHING A FOREIGN LANGUAGE**Dilshoda Shavkatovna Mazurovava***English teacher**Tashkent Yakkasaray region Specialized school 160**Tashkent, Uzbekistan*

## ABOUT ARTICLE

**Key words:** learner-centered, national-regional, component, paradigm, methodological, individual, general education, unequal, project, curriculum.**Received:** 10.06.25**Accepted:** 12.06.25**Published:** 14.06.25**Abstract:** This article describes a learner-centered approach as an effective solution to the problem of teaching a foreign language, the method of projects, work in collaboration. The personality-oriented approach has become possible due to the socio-political, economic, social transformations that have taken place in our country in the last decade. Value orientations have changed, and in accordance with the proclaimed principles of humanization and democratization of society, a free, developed and educated person is recognized as the greatest value, capable of living and creating in a constantly changing world.

## Introduction

The transition to a post-industrial, information society requires the full development of the individual, including his communicative / communication abilities, which facilitate entry into the world community and allow him to successfully function in it [6, p. 200].

A school graduate must have the knowledge necessary for this, which makes up a holistic picture of the world, the skills and abilities to carry out various types of activities: educational, labor, aesthetic, as well as possess modern value orientations and experience in creative activity, be able to use new information technologies, be ready for interpersonal and intercultural cooperation both within their own country and internationally.

This can only be realized through an approach to education and upbringing that focuses on personality, where the student's needs, talents, and interests are acknowledged, allowing them to participate alongside the teacher as an active participant in the learning process. [4, 3].

A learner-centered method impacts on proper components of the education system (educational and upbringing goals in teaching all academic subjects, learning content, teaching methods and techniques / technologies) and the entire educational process as a whole (interaction between a teacher and a student, a student and teaching aids). etc.), providing students with the creation of a learning and upbringing environment which is useful and important for the student.

Thus, a student-based approach acts as an effective strategy for school renewal. In fact, it affects all aspects of its functioning. How is the legislative base created for the implementation of a student-centered school renovation strategy? · The "National Doctrine of Education" was developed and approved. The "Law on Education" has been finalized and adopted. · Three versions of the projects of the Basic Curriculum have been developed, the advantages of which include:

A) In all three, the beginning of teaching foreign languages from the second grade of elementary school is fixed, that is, at a time when children are especially susceptible to mastering languages.

B) In all versions of the Basic Curriculum, 3 hours a week are allotted for studying a foreign language in basic school, that is, an acceptable minimum of hours for above mentioned an activity subject as a foreign language.

C) And, finally, in all three versions of the plan, the study of a foreign language at the senior stage is recognized as mandatory. Moreover, as already noted, there are two possible levels of education - general education and profile.

A national-regional component is provided in all versions of the basic curriculum, which allows taking into account the regional conditions of education in different regions of the country, makes it possible to include materials about the immediate environment of schoolchildren in their small homeland, for example, history, literature, art, in the content of training. In addition, in all versions of the projects of the Basic Curriculum, a "school component" is singled out, from which, at the request of students and by decision of the pedagogical council of the school, hours for a particular academic subject can be supplemented, as well as a "student component", which provides for additional individual or group lessons at the choice of the students.

The school modernization documents clearly identify three priority areas of education in the modern post-industrial information society: informatization of education, teaching foreign languages, and mastering socio-economic knowledge.

Recognition of the importance of mastering foreign languages is a consequence of the internationalization of all spheres of life in our society, its entry into the world community. I would like to hope that another important consequence of these processes will be taken into account - the need to provide schoolchildren with the opportunity to learn not one, but two foreign languages, since the 21st century, according to UNESCO, is the century of polyglots [1, 3]. We have to repeat this all the time to be heard by legislators. Indeed, in practice, teaching process of second language in many regions of the country has been underway for a long time, and it is necessary to legislate it.

The student-centered approach implies a special emphasis on the socio-cultural component of foreign language communicative competence. This should ensure the cultural orientation of education, introducing schoolchildren to the culture of the country / countries of the language being studied, a better understanding of the culture of their own country, the ability to present it by means of a foreign language, including the student in the dialogue of cultures. All this increases the requirements for the level of students' learning in a foreign language.

Thesedays, modernization of school documents project which achieved more progress in language proficiency, that is, actual working knowledge of it, which really provides our graduates with the chance to communicate verbally with native speakers of a foreign language both for personal purposes and for international cooperation [2, 86]. This refers to the achievement of the so-called threshold level in foreign language proficiency, which was established by the Council of Europe [7].

However, different levels of education are permitted, including general education and a somewhat advanced profile that is focused on the chosen profession and university continuing education, as long as schoolchildren have unequal opportunities and abilities, different plans for the future, and, consequently, different professional aspirations.

Therefore, a student-based approach means flexibility in goal-setting, considers the unique features and interests of kids, and establishes the conditions for increased learning efficacy. Acting as a new paradigm of education, this approach ensures greater continuity between the three levels of the school, as well as between the school and the university, and allows the graduate, if he reaches the threshold level, to use a foreign language in practical activities immediately after graduation. To sum, the learner-centered approach makes high demands on the selection of the content of training, on its methodological organization.

#### **References:**

1. Bukharkina M.Yu. Method of projects in teaching English // Foreign languages at school. - 2005. - No. 3.

2. Lyakhovitsky M.V. "Methods of teaching foreign languages". Moscow, "High School", 345 p. 1981.
3. Maslyko E.A. etc. "Handbook of a foreign language teacher". Minsk, Higher School, 189 p. 2001.
4. Podlasy I.P. "Pedagogy" v.1,2. Moscow, Vldos, 245 p. 2001.
5. Panov E.M. "Fundamentals of foreign language teaching methods." Moscow, 348 p. 1997.
6. Rogova G.V., Vereshchagina I.N. "Methods of teaching English at the initial stage in secondary school". Moscow, Education, 326 p. 1988.
7. Widdowson H.G. "Teaching Language as Communication" Oxford, 1979, 273p.