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Person-Oriented Approach of Teaching Foreign Languages

Sharipova Guzal Orifjon kizi
Graduate of master's degree of Samarkand State Institute of Foreign Languages

Abstract. This article analyzes the integration of a person-oriented approach in foreign language teaching. In the article features of the implementation of a student-oriented approach in the educational activities of a comprehensive school learned. Lerner distinguished two components of the educational content: the basic component, which includes the system of knowledge, skills and competencies, and the advanced component, which includes the experience of creative activity and experience of the child's emotional-value relationship to the world, people, himself. There is a relationship between these components: the advanced component is formed on the basis of knowledge.

Keywords: person-oriented approach, knowledge, educational activities, language, teaching methods.

The rapid changes in our society due to the transition to new relations had a great impact on the development of education. In modern socio-cultural and economic conditions, the working practices of all educational institutions make the student self-aware, a responsible subject of his own development and a subject of interaction of education. is being rebuilt as a person. It is for this reason that the problem of an individual-oriented approach to education becomes especially relevant at the current stage of society's development, its concept was defined by A. Maslow, a representative of humanistic psychology in the 60s of the 20th century. R. May, K. Rogers, V. Frankl emphasized that a full education is possible only if the school serves as a laboratory for discovering the unique "I" of each child.

The person-centered approach has been around for a long time. For the first time, the term "person-oriented approach" was used by K. Rogers. At the same time, he talked about a fundamentally new teaching method that allows the student not only to read, but also to read with pleasure and get information-rich material that develops his imagination. Rogers also noted that the established tradition of education focused only on intellectual development and not on personal development. He distinguished two main directions of education: authoritarian and human-centered,

free education, in which students are from the first days of school in a friendly environment, with an open, caring teacher helps them learn what they want and like.

Rogers has two words that describe the educational process: learning and teaching. By learning, Rogers understands the process of the teacher's influence on students, and by teaching - the process of developing intellectual and personal characteristics of students as a result of their own activities. It defines the following attitudes of the teacher when applying the student-centered method: the teacher's openness to interpersonal communication with students, the teacher's inner confidence in each student, his abilities and capabilities, the world 'to be able to see with the eyes of the student.

According to K. Rogers, training should lead to personal growth and development. A teacher who follows this attitude can have a positive effect on the personality development of students. The use of general methodological methods is also a prerequisite. These methods include: the use of learning resources and the creation of special conditions that facilitate the use of these resources by students, the creation of different opinions between the teacher and students, the conclusion of individual and group contracts with students, that is, a clear connection between the volume of educational work, its quality and evaluation based on joint discussion, organization of the educational process in groups of students of different ages, dividing students into two groups: traditional education and humanistic those who are inclined to education, the organization of communication groups. increase the level of psychological culture of interpersonal communication [1].

The artistic and aesthetic education of a primary school teacher, built on the principles of a student-oriented approach, contributes to development and self-development, because it is based on the identification of his individual characteristics as a subject of knowledge and activity. The right of every person to choose his own path of development is a priority. The person-oriented approach is characterized by the fact that it is aimed at satisfying the existential needs of a person, that is, the needs and meaning of his existence and personal existence: freedom and free choice, worldview, actions, independence and personal responsibility; self-development and self-awareness, self-determination and creativity [5. 94]. In modern conditions, it is necessary to help each person in the formation of his personality: to choose the values that are important for him, to master a certain knowledge system, to identify a number of problems of interest, to master the methods of solving them. to discover their "I" world and learn how to manage it. This is especially true for primary school teachers.

Student-oriented education is teaching, in which the purpose and content of education, formed in the state educational standard, educational programs, acquires a personal meaning for the student, develops learning motivation. On the other hand, such training gives the student the opportunity to change the goals and learning outcomes according to their individual abilities and communication needs [2. 47]. The student-centered approach is based on taking into account the individual characteristics of the listeners, who are considered as individuals with their own characteristics, inclinations and interests.

A student-oriented lesson, unlike a traditional lesson, first of all changes the type of "teacher-student" interaction. From the method of commands, the teacher moves to cooperation, focusing not on results, but on the analysis of the student's procedural activity. The position of the student changes - from diligence to active creativity, his thinking becomes different: reflective, that is, focused on the result. The nature of relationships formed in the classroom is also changing. The main thing is that the teacher should not only provide knowledge, but also create optimal conditions for the development of students' personalities.

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