

Personality-Oriented Focus English Lesson Activities of The Teacher and Students

Ismoilova Zarifa

Uzbekistan State University of World Languages

Abstract:

The article reveals the features of the teacher's activity and students in an English lesson with a personality-orientation, as well as the main aspects of their own research on improving the educational process and the effectiveness of training

Keywords: approach, effect, effectiveness of learning, individual and group, new forms of education

Introduction

The current world moves at a rapid rate, affecting not only our everyday lives but also every work process, which evolves and necessitates ongoing modifications and adaptations to the same rules, educational frameworks, and methods of English instruction.

The development of a well-developed personal student's activities is currently being given more and more attention, and traditional teaching methods are fading into the background, demonstrating their ineffectiveness in the modern world.

The assimilation of all types of speech activity activities—reading, speaking, listening, and writing—by children is made possible by new requirements in English language learning and teaching, which point to a different interpretation of the teacher's activities when utilizing educational material.

The approach, a fundamental category in methodology, is a crucial element of the English language teaching system. It serves as the most fundamental linguodidactic foundation and provides insight into the selected teaching strategy, which in turn informs the selection of teaching methods and techniques [1].

Currently, a personality-oriented approach is used to teach foreign languages, especially English, with a focus on helping each student reach their full potential and fully develop all facets of their personalities and subjectivities throughout the socialization process [2]. This method of education produces a fully formed individual who is prepared for ongoing skill and ability improvement, self-education and self-development, as well as successful socializing in general.

The success of employing personality-based learning methodologies, as well as the entirety of the educational process in general, depends on:

1. The cabinet being fully stocked with the required digital tools and services for work;



2. A thorough examination of the psychological profile of the individual and his social environment;

3. Information obtained regarding the knowledge, skills, and talents that the student possesses based on mandated testing as part of the interview;

In order to attain the primary purpose of teaching English—the development of sociocultural competence—clear tasks that a teacher should set for himself when teaching English in private language schools have been identified. These duties are:

1. To determine the degree of proficiency in the primary speech activity kinds, conduct an interview in the form of a private conversation and test assessment;

2. Create a psychological profile of the student using information gathered from conversations with their relatives and the examination of their personal card-questionnaire;

3. Determine the program for the student based on the level English language proficiency, as well as individual personality traits;

To put tasks to reach a common aim, students should clearly grasp the necessity of the bridge and relevance of their participation in the educational process, specifically:

1. Attend all of the scheduled classes;

2. Comply with the teacher's instructions both in class and at home;

3. Participate fully in the work process;

Determining a learner's level of English proficiency and creating a thorough psychological profile of the student enable for the best individual or group training methods to be chosen.

Divide the class into groups so that you can elaborate on this crucial point:

1. The student requested assistance because she was having trouble understanding the schoolwork;

2. The student wishes to increase their language skills without hindering their academic progress;

As demonstrated by practice, there are two effective ways to work with the first group of students: individually, which enables you to master the educational material in a short amount of time, and in groups, which are only applicable if students are of the same age group and, as a result, are enrolled in the same academic program for mastering lexical and grammatical materials.

To pique the interest of this set of pupils in the language being studied and to make the complex assimilation of educational material as simple as possible, visual aids, audio, and video resources must be included in the teaching process. The secret to this set of students' effective completion of the educational process is the ongoing employment of challenging creative assignments in the form of finishing projects and fulfilling quests.

It is crucial to consider the psychological component of each class, sense the students' moods, and swiftly recreate the workflow when necessary.

Students were exposed to the possibility of a fast transition in the learning process from a group form of education to an individual one during the study in these groups. This was connected to previously unidentified personal traits of the individual, such as reluctance to learn and perceive information in a social setting.



It is crucial to consider the psychological component of each class, sense the students' moods, and swiftly recreate the workflow when necessary.

Students were exposed to the possibility of a fast transition in the learning process from a group form of education to an individual one during the study in these groups. This was connected to previously unidentified personal traits of the individual, such as reluctance to learn and perceive information in a social setting.

Instead, it involves the most creative work possible from the teacher, as well as the successful consolidation of lexical and grammatical contents, as well as the use of supplementary resources from other sources intended to increase interest in the language being studied. The lesson is made more engaging by the frequent use of video materials at the start of the class and the game format at the conclusion, and the assimilation of the studied educational material is easy and invisible to the pupils.

The participation of the pupils in this group in international competitions and the Olympics are some of the other ways that the level of assimilation of educational content is gradually monitored throughout the entire educational process.

These kinds of educational activities provide you the chance to improve pupils' knowledge, skills, and capacities, spot their weaknesses, and help them feel more important in the world.

Therefore, research aimed at improving the development of the educational process within the framework of a personality-oriented approach has once again demonstrated that a student's level of English language proficiency directly depends on the well-structured activities of the teacher, and vice versa. The activity of the teacher is continuously adjusted by individual behavior and psychological characteristics of both the group as a whole and each individual. The two systems must work together well for the overall learning process to be successful.

Used Literature:

1. Колесникова, И.Л. Англо-русский терминологический справочник по методике преподавания иностранных языков [Текст] / И.Л. Колесникова, О.А. Долгина. – СПб. : Из-во БЛИЦ, Cambridge University Press, 2001. – 224 с.
2. Шех.Т.В. Личностно-ориентированный подход в обучении школьников иностранному языку // Концепт : научно-методический электронный журнал официального сайта эвристических олимпиад «Совенок» и «Прорыв». – 2 квартал 2011, ART 11-2-05. – Киров, 2011 г. – URL: <http://www.covenok.ru/concept/2011/11205.htm>. – Гос. рег. Эл. № ФС 77-46214. – ISSN 2225-1618.

