

PERSON-CENTERED APPROACH IN THE ENGLISH LANGUAGE TEACHING

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Abstract: *Modern person-centered educational principles are built on the best traditions of humanistic pedagogy, which emphasizes the development of individuality and creativity in students so that they may self-actualize, make autonomous life choices, and make the best judgments. The essay focuses on the didactic principles of Carl Rogers, the pioneer of the person-centered approach. This paper discusses the ways for applying a person-centered approach to teach university students.*

Keywords: *Person-centered approach, education.*

Modern person-centered notions of education are built on the best traditions of humanistic pedagogy that pays special attention to the development of uniqueness and creativity of pupils competent to self-actualize, make independent life choices, and optimal decisions (Valeeva, 2011). In this regard, Uzbek educational institutions are particularly interested in the didactic concepts of Carl Rogers (1902-1987), a well-known American psychologist and teacher who was one of the pioneers of the person-centered education movement. The problem of student self-concept construction is no longer the exclusive domain of academic musings, but is now accessible and understood to the practical instructor. There is a potential of intentional effect on the student's "self" during the educational process. In this connection, there is a dilemma in discovering forms and techniques of student-centered learning and educational renewal (Aspy & Roebuck, 1975).

When developing the technological aspect of Carl Rogers' didactic concept in the process of professionally oriented foreign language teaching in the modern university, we took into account that the plan of an educational situation, aimed at the formation of personality and self-concept, should include several actions: 1) formulation of educational objectives in terms of behaviors and personality; 2) identification of motivation of emotional and volitional states of personality to intellectual activity; 3) content area development; 4) pattern building of students' actions; and 5) development of student behavior variability based on event trends. Carl Rogers emphasizes the importance of the instructor in the learning process. The facilitative teacher is responsible for transforming the educational process from a simple transfer of knowledge to the encouragement of meaningful learning. C. Rogers defines facilitation as both assisting and stimulating the student's learning process. "We cannot teach another person directly; we can only facilitate his learning." (Rogers 1961). This includes the establishment of an intellectual and emotional milieu in the classroom, as well as an atmosphere of educational and psychological support (Rogers, 1955, 1965, 1971).

According to Rogers, the facilitator must meet three basic conditions: 1) Congruence/Reality. "It means that the teacher is being himself, not denying himself." The instructor must be a genuine person who is aware of his emotions and can transmit them effectively, regardless of how he feels. He should not be merely a character in an educational performance, "a faceless embodiment of a curricular requirement or a sterile tube through which knowledge is passed from one generation to the next." 2) Praise, acceptance, and trust. This refers to the teacher's concern for the student and acceptance of their sentiments. It is the belief in and appreciation for his human potential and capabilities. 3) Empathy. Empathy is the ability to put oneself in the shoes of another. This implies that a teacher can gain insight into a student's assessment of the learning process and reactions from within. The emphasis here is on comprehension, not judgment or evaluation (Rogers, 1967). If all of the aforementioned prerequisites are met, "learning becomes life, and a very important life at that. The learner is on his path, sometimes enthusiastically, sometimes hesitantly, to becoming a learning, changing human." The Institute of Foreign Languages Department offers professionally focused language instruction. The research's methodology was based on Carl Rogers' didactic and humanistic principles, which asserted the student as an active, conscious, equal participant in the educational process, evolving according to capacities. The ultimate objective was for each student to become self-sufficient and fully engaged in individual activities. Thus, we have established the major tasks:

- Prioritizing the development of mental, physical, intellectual, moral, and other spheres of the person over mastering information and skills. - Focusing on the formation of independent thinking and acting. - Creating appropriate organizational conditions for successful educational process reorientation. We were led by the following criteria while selecting educational formats, methods, and approaches based on Carl Rogers' didactic theories (Rogers, 1969): 1. Respect and interest in the student's problem; 2. Teachers who are congruent with the student's sentiments and experiences throughout engagement. 3. Student acceptance and positive regard during consultations; 4. Freedom to choose problem-solving strategies and be open to experience; 5. Problem-solving in collaboration with teacher and based on student self-actualization. Any objective necessitates solutions, therefore we chose acceptable methods, taking into consideration the characteristics of the Institute's English lesson arrangement with students, with the goal of generating an environment of joy and trust in relationships, as well as discussing and establishing the norms of group work in a conversation. Students attended twice-weekly classes to complete assignments and address particular challenges. Students were asked to prepare for program assignments independently before they were presented in the course schedule. Each lesson addressed exercises and activities that were appropriate for the job at hand. The initial courses focused on establishing teacher-student connections, fostering a joyful and trusting environment, discussing language learning challenges, and establishing group work guidelines through discourse.

The character of the initial contact with the instructor determines the outcome of the teaching process; the relationship always begins with mutual interest. When meeting with students, a number of facilitation tools produced both domestically and internationally, as well as the Internet, can be used: for instance, an acquaintance in the form of dialogue. Could you tell us about yourself? What type of person are you? Why did you join this Institute? Why did you select this faculty?; Self-presentation, composing the essay "Me, Myself, and I"; acquaintance through a questionnaire, and so on. Reflection is an important notion in Carl Rogers' theory. Reflection, as a creative technique, can take into consideration students' specific aptitude for various sorts of activities, therefore overcoming some of the universality of the educational process. The primary premise of reflection is that it opposes any forceful influence or efforts to control the human mind. It is founded on personal liberty is one of the foundations of student creativity, the potential for his professional skills in the future. So we used it as the foundation of our lessons. Reflection was included into all classrooms to enhance students' self-concept via self-analysis and growth. The reflection of competencies becomes more vital than learning them. As a result, the instructor must focus on the student's inner world, as well as his reflections on the knowledge obtained. Thus, in determining the content and methods of student-centered interaction, we first emphasize an open, unfinished, developing system of knowledge and valuable relationships, and then dialogues in various forms that create conditions for the emergence of a personal understanding of the reported knowledge and values. Carl Rogers' didactic principles and person-centered educational philosophy have shown to be effective in university English language instruction. Taking the results into consideration, we can conclude that the instructor must focus on the student's inner world, as well as his reflections in the processing and interpretation of the information acquired. As previously said, reflection resists any forceful influence or efforts to control the human mind, and is founded on personal autonomy, which forms the foundations of student creativity and the potential for his professional abilities in the future. Using a person-centered approach leads to increased student interaction with both teachers and peers. They become more involved in oral communication; they are much more proactive and ask many more questions; they are more interested in problem solving in schooling; and they have greater levels of cognitive function. Furthermore, students whose teachers are facilitators are less prone to absenteeism, exhibit higher self-esteem, demonstrate higher academic achievement in all disciplines, cause fewer problems for the teacher in the classroom, commit fewer acts of vandalism against school property, steadily increase their IQ (Aspy & Roebuck, 1969), have higher personal adaptation, express a greater desire for the development of knowledge beyond the curriculum, are more developed students decide what they wish to investigate. As they discover that studying is enjoyable, they look forward to attending university; they love and respect their instructors; and they recognize that some elements of learning are tough to digest and

grasp, requiring work, focus, and self-discipline. Carl Rogers views this approach of education modernization to be the most efficient since true education should not only teach information but also enhance students' capacities. The emphasis in education should shift from real teaching to learning; teaching is not the transmission of knowledge, but rather the facilitation that stimulates and facilitates the process of meaningful learning.

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