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THE ROLE OF ACTIVITIES IN A PERSONALITY-ORIENTED ENGLISH LESSONS

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ABSTRACT

The article explores the specific features of the teacher's and students' activities in an English language lesson with a personality-oriented focus, as well as the main aspects of their own research aimed at improving the learning process and effectiveness of educational standarts.

Key words: *Focus on personal development, learning effectiveness, state educational standarts, teaching methodology, individual and group instruction, methodological approach, instructional materials and resources.*

INTRODUCTION

In the modern world, where speed plays a crucial role not only in daily life but also in work processes, there is a constant need for adaptation and change, especially in the context of methods of studying and teaching the English language.

Currently, the focus is shifting towards individualized approaches that contribute to the development of the student's personality, and this is happening more effectively than before, while traditional teaching methods are becoming less effective and yielding their positions in contemporary society.

The new requirements in the study and teaching of the English language imply a different interpretation of instructional materials by teachers, in other words, an approach that will be effective in mastering all types of language activities: reading, speaking, listening, and writing. The approach, as a fundamental category in methodology, is an important component of the English language teaching system, serving as the most general didactic foundation and providing an idea of the chosen teaching strategy, which serves as the basis for selecting teaching methods and techniques.[p-1] Currently, there is increasing popularity and significance in foreign language education, particularly in English language education, of a learner-centered approach aimed at developing the personal potential of each student, ensuring the comprehensive development of all aspects of their personality and subjectivity in the process of socialization.[P- 2-, P-1]] The result of the educational process under this approach is a well-rounded personality, prepared for continuous improvement of skills and abilities, self-education and self-development, as well as successful socialization in general.

The success of implementing methods based on learner-centered education, as well as the entire educational process, depends on:

1. Complete classroom equipped with necessary digital tools and services for work.
2. Obtained information about the knowledge, skills, and abilities possessed by the student based on mandatory testing within the framework of the conducted interview.
3. Detailed study of the personal psychological portrait and their social environment.

Our own research conducted on several groups of students from 4th to 6th grades has identified clear tasks that teachers must set for themselves when teaching English in private language schools to achieve the main goal of English language education - the formation of sociocultural competence, namely:

1. Conduct interviews in the form of private conversations and testing to determine proficiency levels in various types of speech activities.
2. Create a psychological profile of the student based on data obtained from communication with the student's relatives, as well as from studying the personal questionnaire.
3. Determine a program for the student based on their English language proficiency level and individual personality traits.
4. Create a favorable and friendly atmosphere during the learning process, adjust the course of study, and adapt teaching methods as needed.

In turn, students should clearly understand the necessity and significance of their participation in the learning process, set goals for achieving a common objective, namely:

1. Attend all classes as scheduled in the curriculum.
2. Follow the teacher's recommendations in class and at home.
3. Actively participate in the learning process.

A well-crafted psychological profile of the student and an assessment of their English language proficiency allow for determining the most effective forms of education, whether individual or group-based. To elaborate further on this important aspect, it's necessary to categorize students into groups:

1. Students seeking assistance due to difficulties in mastering school material.
2. Students aiming to enhance their language proficiency without facing difficulties in school.

As practical experience shows, there are two effective methods for working with the first group of students: individualized instruction, which allows for rapid mastery of challenging material, and group instruction, applicable only when students belong

to the same age group and consequently follow the same school curriculum for mastering lexical and grammatical material. During the education process of this group of students, it is necessary to utilize visual aids, audio, and video materials to spark interest in the language being studied and simplify the process of comprehending complex educational material to the maximum extent.

Consistent use of challenging creative tasks in the form of projects and quests is key to successfully completing the learning process for this group of students.

It is important to pay attention to the psychological aspect at every session, to sense the mood of the students, and to quickly adjust the working process if necessary.

Through research within these groups, the possibility of swiftly transitioning a student from group learning to individual learning was identified. This was due to individual personality traits and a lack of desire to learn and absorb material in a group setting, which were not previously evident.

Teaching the second group of students often involves a group format for successful assimilation of educational material and entails selecting a specific and uniform educational methodology. Choosing a teaching aid for students does not merely involve its routine use. On the contrary, it entails maximum creative effort on the part of the teacher, involving the utilization of additional materials from various sources aimed at increasing interest in the language being studied and effectively reinforcing lexical and grammatical material.

Continuous use of video materials at the beginning of the lesson, followed by interactive activities at the end, makes the session more engaging, while the absorption of the material becomes simple and inconspicuous for the students.

Throughout the entire educational process, students in this group gradually become involved in other forms of assessing their level of understanding of the educational material, such as participating in international competitions and Olympiads.

These types of educational activities allow for the enhancement of knowledge, skills, and abilities, identifying weaknesses, as well as boosting students' self-esteem and feeling their social significance.

Thus, research aimed at improving the educational process within the framework of a student-centered approach once again proves that successful mastery of English language proficiency by students directly depends on the

well-structured activities of the teacher, and vice versa, the teacher's activities are constantly adjusted by individual behavior and psychological characteristics of both the group as a whole and each individual. Only the coordinated work of these two systems ensures the success of the entire learning process.

CONCLUSION

In summary, incorporating activities into personality-oriented English lessons serves as a powerful tool for enhancing language acquisition and personal development. These activities engage students in active learning, fostering a deeper understanding of linguistic concepts while simultaneously promoting the development of key personality traits such as confidence, creativity, and communication skills. By integrating activities that cater to various learning styles and preferences, educators can create a dynamic and enriching learning environment that empowers students to thrive both academically and personally. Overall, the incorporation of activities in personality-oriented English lessons not only cultivates linguistic proficiency but also nurtures the holistic growth of

individuals, equipping them with essential skills for success in both their academic pursuits and personal endeavors.

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