Student Centered Teaching and Learning

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Abstract: Intensively developing integration processes, growth professional and academic exchanges, deepening of international cooperation stimulate the progressive development of foreign language education. Under these conditions, a foreign language acquires the status of an effective tool for the formation of the intellectual potential of society, which becomes at the present historical stage one of the main resources for the development of the new state. In this article, author will discuss about a teaching technique which is student centered way of learning and teaching students in English.

Keywords: Student centered teaching, learning process, interactive lessons, English, orientation, educational system, communicative competence.

Instead of only absorbing information, student-centered instruction supports deep learning by allowing students to create knowledge. Instead than concentrating on the course material or the teacher's delivery of information, a student-centered approach focuses more on what the student needs to do in order to learn.

The orientation of the educational system to the competence approach in the content of education finds its expression in the field of teaching foreign languages, in the formation of intercultural competence as an indicator of the formation of a person's ability to effectively participate in foreign language communication at the intercultural level. A new level of intercultural communication among specialists leads to the need for transformation in the system of professional training of students of non-linguistic specialties, to the introduction of a multidimensional socio-cultural teaching a foreign language for special purposes.

The formation of modern engineers, economists, managers, technologists and other specialists who possess modern advanced domestic and foreign technologies, the need for communication (execution of orders for the supply of equipment, study of operating instructions, the appearance of foreign specialists as business partners) -all this causes the need for professionally-oriented English language training. Some examples of student centered teaching:

➢ Being clear about how to do well in your class

➢ Helping students continuously practice and revise how they perform on one assessment form

➢ Creating curriculum and instruction around standards

➢ Letting students choose the project's product

➢ Allowing students to choose from two novels that are unlike anything they've ever seen or experienced in their lives

➢ Worksheets, essays

➢ Giving struggling readers a few extra minutes to read a 17-page short story

➢ Giving an on-demand assignment even though you just finished a writing piece or unit

➢ Framing learning in terms of letter grades and certificates and completion;

> ➤ Grading every assignment and recording those grades (which makes everything a student does a matter of their permanent record).

The reason is that the methodology of teaching a foreign language by memorizing lexical units for translating text in the specialty has exhausted itself. In this regard, there is a need to determine the model of the organization of classes in English, taking into account the specifics of the profession, systematization methodological techniques and tools aimed at the formation and development of utterance skills that contribute to effective foreign-language professionally-oriented communication. Any professionally-oriented English language teaching, according to T. Hutchinson, involves the active interaction of all participants the educational process, in which there is a mutually beneficial general exchange of information in a foreign language, the acquisition of skills of communicative interaction to solve professional tasks.

When teaching professional English, the content of training and methods are consistent with the reasons for learning English, and three main principles are taken as the basis of training: a comprehensive aspect approach to learning, professional orientation, motivation for mastering a foreign language.

SCL, or student-centered learning, is a teaching approach that emphasizes forging links between what students are interested in and what they learn in school. Learning a language does not mean solving language problems at all. Trainees can study the various units of the language, as if by the way, thinking about something else. The problems being solved do not have to be linguistic at all. They should put the trainees before the need to use the language, and thereby introduce language units into the knowledge matrix in their memory. No less important is the principle of internal consistency. Although we learn a foreign language by systematizing knowledge, the learning process itself is not systematic.

Systematic planning information does not guarantee learning. Trainees must create an internal system. An external system can be useful, but nothing more. To implement the above principles of profile-oriented teaching English should take into account a number of factors. The most significant of them can be considered the following techniques related to the restoration of gaps. When everything is clear and understandable, there is no need to think, and teaching, as you know, is a thought process. All kinds of gaps create a need for thinking. There are several techniques associated with restoring gaps.

Consider the following technique - variation. The repetition will be to promote the study of a foreign language in the event that techniques are used to ensure diversity. For example: changing the environment in which language units are repeated (teacher's speech - reading text - audio recording); organizing the work of students of the whole group, in small groups, individually; a variety of roles for students. Techniques related to forecasting exploit the knowledge available to the trainees. In addition to the obvious significance for the use of language and its teaching, the use of forecasting has a number of other advantages important for the educational process. It promotes students' awareness of their potential knowledge, strengthens their confidence in how much they actually know about a language, communication or topic; activates memory and prepares for learning, promotes the development of motivation. The integration of communicative skills (types of speech activity) expands the range of activity tasks, while maintaining students' interest in classes and provides more opportunities for the repeatability of the studied material.

An equally important technique is logic. It should always be clear in which direction the activity is moving. Each stage should follow from the previous stages and, of course, lead to the next. Classes should reflect the dynamism of the language, providing an opportunity for students to choose their own answers, search and find their own way to solve the problem. Such tasks will contribute to the development of creativity, the ability to search for new, original, atypical.

Conclusion. One of the main advantages of the SCL approach is that it gives students more possibilities for decision-making, allowing them to adopt a more hands-on approach to their education. Pupils have the ability to create their own objectives, evaluate them, and decide how to meet them. Students can learn crucial and practical skills like analytical thinking, problem-solving, creativity, and leadership as a result. Also, in a classroom setting that is focused on the needs of the students, pupils are more engaged and driven to study. This benefits them intellectually and strengthens bonds between students and teachers. Last but not least, student-centered learning provides more flexibility for virtual or small group learning, which has grown even more crucial in recent years. It is always possible to gradually implement SCL approaches, making it simpler.

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