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A COMPARATIVE ANALYSIS OF TEACHER-CENTERED APPROACH VERSUS STUDENT-CENTERED APPROACH IN LANGUAGE INSTRUCTION

Annotation

This article aims to provide a comprehensive comparative analysis of the teacher-centered and student-centered approaches in language instruction, exploring their principles, advantages, disadvantages, and potential impact on learners.

Key words: Student-Centeredness, Teacher-Centeredness, facilitator, language instruction, implicit and explicit methods.

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПОДХОДА, ОРИЕНТИРОВАННОГО НА ПРЕПОДАВАТЕЛЯ И ПОДХОДА, ОРИЕНТИРОВАННОГО НА СТУДЕНТА В ОБУЧЕНИИ ЯЗЫКУ

Аннотация

Цель этой статьи - провести всесторонний сравнительный анализ подходов, ориентированных на преподавателя и студента, в обучении языку, исследуя их принципы, преимущества, недостатки и потенциальное влияние на учащихся.

Ключевые слова: Ориентированность на студента, ориентированность на преподавателя, фасилитатор, обучение языку, имплицитные и эксплицитные методы.

TILNI O'QITISHDA O'QITUVCHI VA TALABALARGA YO'NALTIRILGAN YONDASHUVNI QIYOSIY TAHLIL QILISH

Annotatsiya

Ushbu maqola til o'qitishda o'qituvchiga va o'quvchiga yo'naltirilgan yondashuvlarni har tomonlama qiyosiy tahlil qilish, ularning tamoyillari, afzalliklari, kamchiliklari va o'quvchilarga potensial ta'sirini o'rganishga qaratilgan.

Kalit so'zlar: talabalarga e'tiborlilik, o'qituvchilarga e'tiborlilik, o'qituvchi, til o'rgatish, yashirin va aniq usullar.

Introduction. Language instruction is a complex and dynamic field that continuously evolves to meet the diverse needs of learners. One of the fundamental debates in language education revolves around the choice between teacher-centered and student-centered approaches. Both approaches have their merits and drawbacks, and educators must carefully consider their goals, the nature of the language being taught, and the characteristics of their learners.

Language instruction is a multifaceted domain, and the choice between teacher-centered and student-centered approaches significantly impacts the learning process. Here, we will delve into a discussion of comparative analysis of these two approaches, drawing insights from various educational perspectives.

Literature review. Presentation of the main material of the article. The methods of practice-oriented learning are based on the integration of the educational process with practical activities. The subject matter of this approach allows students to create conditions for real practical professional activity, in which the acquired professionally significant knowledge and skills form a real professional specialist.

Training in a practice-oriented format is aimed at the dialectical unity of theory and practice, since the educational activity of a future specialist cannot exist without practical reinforcement. The essence of practice-oriented learning is based on the unity of general and professional competencies.

1. Role of the teacher in Teacher-Centered language instruction. In this approach, the teacher is the central figure, responsible for delivering content and directing the learning process. Hattie (2009) argues that explicit teaching methods, often associated with teacher-centered approaches, can be highly effective in certain learning contexts, while in Student-Centered classrooms are specified with implicit language instruction. Student-centered approaches position the teacher as a facilitator, guiding students in their learning journey. Vygotsky (1978) emphasized the importance of the teacher as a scaffold, providing support to learners as they engage in more complex tasks.

2. Learning Environment in Teacher-Centered approach is characterized by emphasis on a structured and controlled environment as Johnson, Johnson, & Holubec (1993) highlight that a controlled environment can be beneficial for certain types of learners, especially in terms of maintaining order. In Student-Centered language classes characteristics encourages a dynamic and interactive learning environment. As Brooks & Brooks (1993) argue that student-centered environments promote active engagement, leading to a deeper understanding of content.

3. Student Engagement in Teacher-Centered instruction: Potential for passive learning and limited student engagement is the outcome as Biggs & Tang (2011) suggest that passive learning may not be as effective for long-term retention and application of knowledge.

In Student-Centered classroom prioritizes active participation, fostering higher levels of engagement as Freeman (2014) found that student-centered approaches positively impact motivation and engagement.

4. Flexibility in Teacher-Centered approach: Teacher-centered language instruction may lack flexibility, following a predetermined curriculum as Scriven (1991) argues that flexibility might be limited in teacher-centered approaches due to the structured nature of content delivery while Student-Centered approach offers adaptability to individual learning styles and needs. As Knowles (1980) introduced the concept of andragogy, emphasizing the importance of tailoring education to the needs of adult learners.

5. Critical Thinking Skills: Teacher-Centered instruction may not actively promote critical thinking skills as Ennis (2011) suggests that explicit teaching methods may not inherently foster critical thinking, which is crucial for real-world problem-solving. In Student-Centered classroom there emphasized critical thinking through problem-solving and collaboration as Paul & Elder (2006) argue that student-centered approaches inherently encourage the development of critical thinking skills.

6. Motivation: In Teacher-Centered language classes students may lack motivation due to passive learning as Deci et al. (1991) discuss the importance of autonomy in motivation, suggesting that student-centered approaches align more closely with fostering intrinsic motivation. In Student-Centered classrooms students are more likely to be motivated through active participation as Ryan & Deci (2000) propose the Self-Determination Theory, asserting that autonomy, competence, and relatedness significantly impact motivation.

7. Assessment: Teacher-Centered: Traditional assessment methods may be more straightforward. Wiggins (1990) discusses the importance of aligning assessments with instructional goals, and in some cases, traditional assessments may be appropriate. Student-Centered language assessment requires innovative assessment methods. Shepard (2000) argues for a diversified approach to assessment, aligning with the diverse ways students engage with and demonstrate their understanding.

Result and analysis. Teacher-Centered Approach. The teacher-centered approach, often considered traditional, places the teacher at the center of the learning process. In this model, the teacher assumes the role of the primary information provider and decision-maker, dictating the pace and structure of the learning experience. The focus is on the transmission of knowledge from teacher to student, with an emphasis on lectures, drills, and structured activities.

Advantages of Teacher-Centered Approach: Efficiency in Content Delivery: The teacher-centered approach is often praised for its efficiency in delivering content. Teachers, as experts, can provide clear explanations and present information in a structured manner, ensuring that students receive accurate and comprehensive knowledge.

Controlled Learning Environment: The teacher exercises control over the learning environment, maintaining discipline and order. This control can create a focused atmosphere conducive to learning, especially in large class settings.

Standardization of Curriculum: Teacher-centered approaches often follow a standardized curriculum, ensuring that all students cover the same material within a specified timeframe. This can be essential in standardized testing environments.

Disadvantages of Teacher-Centered Approach: Limited Student Engagement: The passive role assigned to students in the teacher-centered approach may result in limited engagement. Students may become passive recipients of information, leading to disinterest and a lack of motivation.

Limited Development of Critical Thinking Skills: The focus on rote learning and memorization in teacher-centered classrooms may hinder the development of critical thinking skills. Students may struggle to apply knowledge in real-world contexts or engage in analytical thinking.

Inflexibility: The teacher-centered model can be rigid, leaving little room for adaptation to individual learning styles and needs. Students who require alternative methods of instruction may find it challenging to thrive in such an environment.

Student-Centered Approach: The student-centered approach places learners at the heart of the educational process, emphasizing their active involvement in decision-making, goal-setting, and content exploration. In this model, teachers become facilitators, guiding students as they construct their understanding of the language through various interactive and collaborative activities.

Advantages of Student-Centered Approach: Enhanced Student Engagement: Student-centered approaches foster active participation and engagement. Students take ownership of their learning, making it more meaningful and relevant to their interests and experiences.

Individualized Learning: Student-centered instruction allows for a more personalized learning experience. Teachers can tailor activities and assessments to accommodate diverse learning styles, addressing the unique needs of each student.

Development of Critical Thinking Skills: By encouraging exploration, problem-solving, and collaboration, student-centered approaches promote the development of critical thinking skills. Students learn to analyze information, make connections, and apply knowledge in real-world situations.

Disadvantages of Student-Centered Approach: Potential for Inefficiency: The emphasis on individualized learning may lead to variations in the pace at which students progress through content. In some cases, this may result in a slower overall pace and potential gaps in understanding.

Management Challenges: Student-centered classrooms may present management challenges, especially in larger class sizes. Maintaining order and ensuring that all students are actively engaged can be demanding for educators.

Assessment Difficulties: Traditional forms of assessment, such as standardized tests, may not align seamlessly with the student-centered approach. Evaluating individual progress and achievement can be more complex, requiring innovative assessment methods.

Discussion.

The socio-pedagogical model realized the requirements of society, which formulated a social order for education: to educate a person with predetermined properties. The society, through all available educational institutions, formed a typical model of such a person. The task of the school was primarily to ensure that each student, as they grew up, corresponded to this model, was its specific carrier.

At the same time, personality was understood as a certain typical phenomenon, an "average" variant, as a carrier and exponent of mass culture. Hence the main social requirements for the individual: subordination of individual interests to public ones: obedience, collectivism, etc. The technology of the educational process was based on the idea of pedagogical management, formation, correction of personality "from the outside", without sufficient consideration and use of the subjective experience of the student himself as an active creator of his own development (self-education, self-education). Figuratively speaking, the focus of such technology can be described as "I'm not interested in what you are now, but I know what you should become, and I will achieve this." Hence the authoritarianism, uniformity of programs, methods, forms of education, global goals and objectives of general secondary education: the upbringing of a harmonious comprehensively developed personality.

The subject-didactic model of personality-oriented pedagogy, its development is traditionally associated with the organization of scientific knowledge in the system, taking into account their subject content. This is a kind of subject differentiation that provides an individual approach to learning.

Conclusion. In conclusion, the choice between a teacher-centered and student-centered approach in language instruction is a nuanced decision that depends on various factors, including educational goals, learner characteristics, and contextual considerations. A balanced approach that combines the strengths of both models may offer a more comprehensive and effective language learning experience. Teachers should continuously reflect on their practices, adapting their instructional methods to create a dynamic and engaging learning environment that maximizes the benefits of both teacher-centered and student-centered approaches.

Ultimately, the goal is to empower students to become independent and lifelong learners, equipped with the linguistic skills and critical thinking abilities necessary for success in a globalized world. This comparative analysis provides a glimpse into the complex dynamics of teacher-centered and student-centered approaches in language instruction. While each approach has its merits, a nuanced understanding suggests that an integrated approach, leveraging the strengths of both, may offer a more comprehensive and effective language learning experience. Continuous research and reflection on instructional practices are essential for educators to tailor their methods to the ever-evolving needs of their students.

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