

KONFERENSIYA

“JIZZAX VILOYATI IJTIMOIY-IQTISODIY
RIVOJLANISHINING ASOSIY
YO’NALISHLARI: MUAMMO VA YECHIMLAR”



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RIVOJLANISHINING ASOSIY YO‘NALISHLARI:
MUAMMO VA YECHIMLAR**

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PERSONALITY-ORIENTED TASK DEVELOPMENT IN ENGLISH LANGUAGE EDUCATION: METHODOLOGICAL GUIDELINES AND EFFECTIVE PRACTICES

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Abstract: This article analyzes methodological strategies for the incorporation of learner-centered tasks in English language education, particularly in higher education establishments. The study examines essential elements of a personality-oriented approach, such as autonomy, active participation, and collaborative learning. Task design, instructor facilitation, and the development of authentic, relevant learning activities that effectively meet real-world communication needs are of paramount importance.

Keywords: Personality-oriented approach, task-based language teaching (TBLT), active learning, self-evaluation, collaborative learning.

Personality-oriented approach, also known as learner-centered instructional technologies, is a pedagogical method aimed at promoting the personal growth of each learner while considering their unique requirements, interests, and learning styles [3]. This definition underscores that these technologies extend beyond standardized instruction and focus on the individual attributes of each student as an active participant in the learning process. From an analytical perspective, the incorporation of personality-centered technologies in language education fosters more meaningful engagement, as students are motivated to interact with materials and tasks customized to their cognitive preferences, motivation levels, and linguistic preparedness.

Furthermore, this approach enables educators to design differentiated and adaptable independent assignments that more effectively promote students' autonomy, self-regulation, and reflective learning. Consequently, personality-oriented technologies function not merely as pedagogical tools but also as strategic frameworks for developing personalized learning pathways that improve the efficacy of foreign language acquisition in higher education.

This educational approach prioritizes student autonomy and active participation above teacher-directed instruction. Due to students' active participation in selecting their materials, defining their learning objectives, and evaluating their progress, learner-centered classrooms fundamentally transform classroom dynamics. In contrast to conventional teacher-centered methods, which involve lectures, drills, and rote memorization, student-centered approaches prioritize interactive activities and collaborative learning experiences.

Student-centered methodologies, such as task-based learning, active learning, and student interaction, have been prominently highlighted in English language training to improve language proficiency and motivation. Task-based language teaching (TBLT) has garnered significant attention in scholarly literature as an effective approach for improving students' communication and engagement abilities.

This research is segmented into two primary areas [2]. The initial section provides methodological guidance for the execution of learner-centered tasks in English language instruction, based on pedagogical theories and contemporary empirical studies. The second section elaborates on the learner-centered approach to English language teaching, analyzing its principles, advantages, and limitations within higher education contexts.

Ensure that classroom activities accurately represent authentic communication needs and contexts. Task-Based Language Teaching advances language acquisition through engagement in authentic communicative tasks that mirror real-world language use, moving away from isolated grammar drills. This involves developing activities such as role-plays, simulations, or projects that demonstrate the practical application of English beyond the classroom. Project-based learning (PBL) is an instructional approach aimed at improving writing education through active student participation in complex, real-world initiatives. PBL assignments facilitate learners' engagement in authentic, collaborative activities and promote the comprehensive application of their knowledge in meaningful contexts. By designing assignments relevant to students' personal experiences or future professional needs, educators can increase student engagement in the subject matter and promote deeper language acquisition.

Learner-centered assignments should be engaging and regularly incorporate collaborative or paired activities that promote problem-solving and effective communication. Group discussions, peer interviews, and team projects exemplify collaborative learning activities that facilitate students' engagement with others in English, thereby improving both their language proficiency and interpersonal skills.

Educators can establish opportunities for collaborative learning, enabling students to participate in meaningful discussions and problem-solving exercises. According to research, this type of collaboration not only enhances language proficiency, but also fosters students' ability for independent thinking and effective communication. Research on young EFL learners indicates that collaborative approaches can enhance students' comfort and confidence, thereby subsequently boosting their motivation during task execution. Educators should specify particular responsibilities or objectives for group members when designing assignments to ensure.

Moreover, a learner-centered approach should be engaging and consistently incorporate collaborative or group work that fosters communication and problem-solving skills. Collaborative learning activities (such as group discussions, peer interviews, or team projects) provide students with opportunities to employ English through interaction with others, thereby enhancing both their language proficiency and interpersonal abilities. Educators have the ability to foster collaborative learning by designing appropriate assignments that promote student engagement in meaningful discussions and problem-solving activities in English. Research suggests that such collaboration not only improves language proficiency but also promotes independent thinking and communication skills among learners. Collaborative formats can further enhance students' comfort and confidence, consequently boosting their motivation during task execution, as evidenced by

research involving young EFL learners. In planning activities, educators should establish explicit roles or objectives for group members to guarantee active participation from each student. Group-oriented, learner-centered activities utilize the social dimension of learning and are consistent with Vygotsky’s sociocultural theory, which posits that peer interaction serves as a catalyst for development.

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Kalit so‘zlar: Jamiyat iqtisodiy hayoti, milliy iqtisodiyot, turizm, sayohat, turizm industriyasi, sayyoh.