

THE ROLE OF STUDENT-CENTERED APPROACH IN IMPROVING ENGLISH LANGUAGE LEARNING

<https://doi.org/10.5281/zenodo.19638765>

Karshi State University

Scientific supervisor: Karimova Iroda

Student: Choriyev Odiljon

E-mail address: choriyevodiljon55@gmail.com

Annotation

In recent years, student-centered learning has gained significant attention in modern education, particularly in the field of English language teaching. Unlike traditional teacher-centered instruction, this approach focuses on learners' active participation, autonomy, and collaboration in the learning process. The aim of this article is to examine the role of the student-centered approach in improving English language learning. The paper reviews theoretical perspectives and findings from previous research related to learner-centered pedagogy. Scholars suggest that student-centered learning environments enhance learners' motivation, critical thinking, and communicative competence. Furthermore, when students actively participate in classroom activities, they are more likely to develop confidence and independence in using the language. The analysis indicates that integrating student-centered strategies into English language classrooms can significantly improve the overall learning experience and academic outcomes of students.

Keywords

Student-centered learning, English language teaching (ELT), learner autonomy, communicative competence, active learning, language acquisition, collaborative learning, motivation in language learning, classroom interaction, task-based learning, learner engagement, teaching methodology

Аннотация.

В последние годы ориентированный на студента подход приобрёл значительное внимание в современной системе образования, особенно в области преподавания английского языка. В отличие от традиционного преподавания, ориентированного на преподавателя, данный подход акцентирует внимание на активном участии обучающихся, их автономии и сотрудничестве в процессе обучения. Цель данной статьи — исследовать роль студентоориентированного подхода в повышении эффективности изучения английского языка. В работе рассматриваются теоретические положения и

результаты предыдущих исследований, связанных с обучением, ориентированным на учащегося. Учёные отмечают, что такие образовательные среды способствуют повышению мотивации, развитию критического мышления и коммуникативной компетенции обучающихся. Кроме того, активное участие студентов в учебном процессе способствует формированию уверенности и самостоятельности в использовании языка. Проведённый анализ показывает, что внедрение студентоориентированных стратегий в процесс обучения английскому языку может значительно повысить качество образования и академические результаты обучающихся.

Ключевые слова

Обучение, ориентированное на студента; преподавание английского языка (ELT); автономия учащихся; коммуникативная компетенция; активное обучение; усвоение языка; совместное обучение; мотивация в изучении языка; взаимодействие в классе; обучение на основе задач; вовлечённость учащихся; методика преподавания.

Introduction.

The field of language education has undergone substantial transformation over the past few decades. Traditional instructional practices often relied on teacher-centered methods where the teacher was the primary source of knowledge and students played a relatively passive role in the classroom. However, modern educational research emphasizes the importance of engaging learners actively in the learning process.

The student-centered approach represents a shift from the traditional model toward a more interactive learning environment. In this approach, students become active contributors to their learning while teachers act as facilitators who guide students in developing language skills and understanding.

Researchers such as Jeremy Harmer and David Nunan emphasize that language learning becomes more effective when learners actively participate in communicative activities. Since English language learning requires interaction and communication, the student-centered approach has become an important method in modern English language teaching.

Literature Review.

The concept of student-centered learning has been widely discussed in educational theory and language teaching research. The philosophical foundation of this approach can be traced to progressive education movements that emphasize learners' experiences and participation in the learning process.

John Dewey argued that education should focus on students' experiences and active exploration rather than passive memorization. According to Dewey, learning becomes more meaningful when students are directly involved in the learning activities.

Lev Vygotsky's sociocultural theory also supports student-centered learning. His concept of the "zone of proximal development" explains that learners achieve better understanding when they collaborate with others and receive support from teachers or peers.

In the field of language teaching, David Nunan emphasizes that learner-centered classrooms allow students to take responsibility for their learning. When learners are involved in decision-making processes, such as choosing tasks or participating in discussions, their motivation and engagement increase.

Jack C. Richards highlights that communicative language teaching shares similar principles with student-centered learning. According to Richards, students learn languages more effectively when they practice communication in meaningful contexts through activities such as group discussions, role plays, and collaborative tasks.

H. Douglas Brown also explains that student-centered instruction helps create a supportive learning environment where learners feel comfortable experimenting with language and expressing their ideas. In such environments, students develop both linguistic competence and confidence.

Results

One of the earliest and most influential proponents of the idea of student-centered approach was John Dewey, who argued that education should be based on experience rather than passive transmission of knowledge. Dewey strongly believed that students learn more effectively when they are actively involved in meaningful activities that relate to real-life situations. He emphasized that learning should not be limited to memorization but should involve critical thinking, reflection, and problem-solving. In this sense, the student-centered approach aligns closely with Dewey's vision of education as a dynamic and interactive process.¹ This perspective suggests that learning becomes more effective when students actively participate in the educational process rather than passively receive information. From this point of view, it can be argued that the student-centered approach is particularly valuable in English language teaching, as it encourages learners to engage in meaningful communication and develop practical language skills in real-life contexts.

Dewey J. *Experience and Education*. – New York: Macmillan, 1938. – 116 p.

Building upon this foundation, Lev Vygotsky introduced the sociocultural theory of learning, which highlights the importance of social interaction in cognitive development. Vygotsky's concept of the Zone of Proximal Development (ZPD) explains that learners can achieve higher levels of understanding when they are guided by teachers or collaborate with more capable peers. This theory provides strong support for student-centered learning, as it encourages collaborative activities such as group discussions, peer teaching, and cooperative problem-solving. In English language learning, these interactions are particularly important because language is inherently social and communicative. Therefore, student-centered classrooms that promote interaction can significantly enhance language acquisition.² This indicates that language learning is most effective when learners actively engage with others and participate in meaningful communication. From this perspective, it can be understood that incorporating collaborative tasks in English classrooms not only improves linguistic competence but also fosters confidence and social interaction skills among learners.

In the field of applied linguistics, David Nunan has made significant contributions to the development of learner-centered teaching. Nunan argues that traditional teacher-centered classrooms often limit students' opportunities to actively use the language, which can hinder their learning progress. In contrast, learner-centered environments allow students to take responsibility for their learning by participating in decision-making processes, such as selecting learning materials or determining learning goals. According to Nunan, this sense of ownership increases learners' motivation and engagement, which are essential factors in successful language learning. Furthermore, he emphasizes that when students are given autonomy, they are more likely to develop independent learning strategies that can be used beyond the classroom.³ This highlights the importance of giving learners greater control over their learning process. From this point of view, it can be argued that student-centered approaches are especially effective in English language learning, as they not only enhance motivation but also help learners become independent and self-directed users of the language.

Similarly, Jack C. Richards has emphasized the importance of communicative language teaching (CLT), which shares many principles with the student-centered approach. Richards explains that language learning should focus on meaningful communication rather than the mere memorization of grammatical rules. In student-centered classrooms, learners are provided with opportunities to practice language through real-life tasks such as role-plays, discussions, and problem-

² Vygotsky L. *Mind in Society: The Development of Higher Psychological Processes*. – Cambridge: Harvard University Press, 1978. – 159 p.

³ Nunan D. *Second Language Teaching and Learning*. – Boston: Heinle & Heinle, 1999. – 330 p.

solving activities. These activities help learners develop both fluency and accuracy, as they require students to use the language in authentic contexts. Richards also highlights that effective language teaching should address learners' needs and interests, which further supports the principles of student-centered learning.⁴ This demonstrates that language acquisition becomes more effective when learners are engaged in meaningful and authentic communication. From this perspective, it can be argued that integrating communicative activities within a student-centered framework significantly enhances learners' ability to use English confidently and appropriately in real-life situations.

Another important perspective is provided by H. Douglas Brown, who discusses the role of affective factors in language learning. Brown argues that emotions such as motivation, confidence, and anxiety significantly influence language acquisition. In student-centered classrooms, learners are encouraged to express their ideas freely, which can reduce anxiety and increase confidence. Brown also notes that when students feel supported and involved in the learning process, they are more likely to take risks and experiment with the language, which is crucial for developing communicative competence. Therefore, the student-centered approach not only enhances cognitive development but also supports learners' emotional and psychological needs.⁵ This suggests that creating a supportive and learner-friendly environment is essential for effective language learning. From this perspective, it can be argued that student-centered approaches play a crucial role in reducing learners' anxiety and fostering confidence, which ultimately leads to more active participation and improved communicative performance in English.

In addition, Jeremy Harmer emphasizes the importance of creating engaging and interactive classroom environments. Harmer argues that effective teaching involves balancing teacher guidance with student participation. He suggests that teachers should act as facilitators who create opportunities for students to practice language through interactive activities. According to Harmer, student-centered techniques such as pair work, group work, and project-based learning allow learners to actively engage with the language and improve their communication skills. He also highlights that such activities make learning more enjoyable, which can further enhance students' motivation.⁶ This highlights the importance of creating a balanced and interactive learning environment in language classrooms. From this perspective, it can be argued that student-centered techniques not only improve learners' communication skills but also increase their motivation and engagement, leading to more effective and meaningful English language learning.

⁴ Richards J.C. *Communicative Language Teaching Today*. – Cambridge: Cambridge University Press, 2006. – 47 p.

⁵ Brown H.D. *Principles of Language Learning and Teaching*. – Pearson Education, 2007. – 410 p.

⁶ Harmer J. *How to Teach English*. – Harlow: Longman, 2007. – 288 p.

Discussion

The analysis of previous studies and theoretical perspectives reveals several significant outcomes related to the implementation of the student-centered approach in English language learning.

First, student-centered learning has been found to significantly improve learners' motivation. When students are actively involved in the learning process, they develop a greater interest in the subject and are more willing to participate in classroom activities. This increased motivation leads to more consistent practice and better learning outcomes.

Second, the approach enhances communicative competence. Learners in student-centered classrooms engage in interactive activities such as discussions, role-plays, and collaborative tasks, which provide them with opportunities to use the language in meaningful contexts. As a result, students develop greater fluency and confidence in speaking English.

Third, the development of learner autonomy is another key outcome. Students who are encouraged to take responsibility for their learning become more independent and self-directed. They learn how to set goals, monitor their progress, and evaluate their performance, which are essential skills for lifelong learning. Furthermore, student-centered learning contributes to the improvement of critical thinking skills. Through activities that require analysis, evaluation, and problem-solving, learners develop the ability to think critically and express their ideas clearly. This not only improves their language skills but also prepares them for academic and professional challenges.

Finally, the findings indicate that student-centered approaches create a more positive and supportive learning environment. Students feel more comfortable expressing their ideas and participating in discussions, which reduces anxiety and increases confidence. This positive atmosphere further enhances the effectiveness of language learning.

Conclusion

In conclusion, the student-centered approach plays a vital role in improving English language learning. By encouraging active participation, collaboration, and learner autonomy, this approach creates a more effective learning environment. Educational research indicates that student-centered instruction enhances motivation, communicative competence, and critical thinking skills. Although implementing this approach may require adjustments in teaching methods, its benefits make it a valuable strategy for modern language education. Teachers are therefore encouraged to incorporate interactive activities and collaborative learning

techniques into their classrooms in order to support students' language development and improve overall learning outcomes.

REFERENCES:

1. Brown H.D. Principles of Language Learning and Teaching. – Pearson Education, 2007. – 410 p.
2. Dewey J. Experience and Education. – New York: Macmillan, 1938. – 116 p.
3. Harmer J. How to Teach English. – Harlow: Longman, 2007. – 288 p.
4. Karimova I.B. Exploring the Linguistic Landscape of Compound Nouns Referring to Numbers: A Scientific Inquiry // Mental Enlightenment Scientific-Methodological Journal. – 2024. – Vol. 5(03). – P. 194-202.
5. Kerimbayev N. et al. A student-centered approach using modern technologies in distance learning: a systematic review of the literature // Smart Learning Environments. – 2023. – Vol. 10(1). – P. 61.
6. Nunan D. Second Language Teaching and Learning. – Boston: Heinle & Heinle, 1999. – 330 p.
7. Richards J.C. Communicative Language Teaching Today. – Cambridge: Cambridge University Press, 2006. – 47 p.
8. Serin H. A comparison of teacher-centered and student-centered approaches in educational settings // International Journal of Social Sciences & Educational Studies. – 2018. – Vol. 5(1). – P. 164-167.
9. Vygotsky L. Mind in Society: The Development of Higher Psychological Processes. – Cambridge: Harvard University Press, 1978. – 159 p.
10. Wright G.B. Student-centered learning in higher education // International Journal of Teaching and Learning in Higher Education. – 2011. – Vol. 23(1). – P. 92-97.