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**LEARNER-CENTERED APPROACH – THE BASIC STRATEGY
OF MODERN LANGUAGE EDUCATION**

The paper presents developing of cognitive interests of students in connection with communicative skills. The ability to transfer theoretical knowledge and skills in communication by intensifying cognitive activity.

Keywords: pedagogical, cognitive activity, learning process, education.

**ОҚУШЫҒА БАҒЫТТАЛҒАН ТӘСІЛ – ЖАҢАША ТІЛДІК БІЛІМ БЕРУ
СТРАТЕГИЯСЫНЫҢ НЕГІЗІ**

Мақалада оқушылардың когнитивті қызығушылығын арттыру мен коммуникативті дағдылар тығыз байланыста қарастырылады. Теориялық білімді тәжірибеде қолдану ойлау мен бейімділікті жетілдірудегі интеллектуалды дағды болып табылады.

Түйін сөздер: педагогикалық, когнитивті белсенділік, оқыту процесі, білім.

**СТУДЕНТОЦЕНТРИРОВАННОЕ ОБУЧЕНИЕ – БАЗОВАЯ СТРАТЕГИЯ
СОВРЕМЕННОГО ЯЗЫКОВОГО ОБРАЗОВАНИЯ**

В статье рассматривается развитие когнитивных интересов обучающихся в тесной связи с коммуникативными навыками. Умение применять теоретические знания на практике является интеллектуальным умением в процессе развития мыслительных навыков и способностей.

Ключевые слова: педагогический, когнитивная активность, процесс обучения, знание.

All normative documents on education modernization in fact provide for the implementation of a student-centered approach, which marks the replacement of a single, unitary school with installation on the average student in the diverse, variability, multi-level school, which creates conditions for the formation of a free, developed and educated the individual, the development of communicative abilities to facilitate entry into the world community and to successfully operate in it, fosters a culture of human striving for self-development and self-actualization knows how to avoid and overcome conflicts.

Student-centered approach affects all the components of the education system: for education and educational learning goals for each school subject, in the content,

principles, teaching methods and the entire educational process that contribute to good for students to train and educate environment.

Focus on student-centered education - a unique, integrated personality that tends to maximize the capabilities of their (self-actualization), open to the perception of a new social experience, capable of an informed and responsible choice in a variety of situations. Identity paradigm purposes personality-oriented technologies is to focus on personality traits, its formation, its development is not at someone else's request, and in accordance with natural abilities. The basic ideas of student-centered learning are expressed as follows:

- The student does not become a subject of study, and is the carrier of subjective experience;

- Teaching is not a direct derivative of the training, and independent, individual, personal and meaningful source of development;

- Vector of development is based on the student to the definition of pedagogical influences that contribute to its development;

- Student valuable reproduction of individual experience.

This approach has significant positive aspects:

- focus on the impact and results;

- Recognition of human interaction subject and its development - the aim, effect and measure education;

- The recognition of individuality, identity, self-worth man endowed with their personal experience.

Thus, the student-centered approach is integrative, incorporates ideas from other approaches.

Given the varying capacities and abilities of students and their different plans for the future and different professional aspirations, allowed different levels of education: general education and more depth - the profile oriented chosen profession and to continue their education in high school.

Thus, the student-centered approach requires flexibility in setting goals, taking into account the individual characteristics and personal interests of the students and creates prerequisites for greater effectiveness of the training. Moreover, it provides for the inclusion of students in the goal-setting process itself as well as the choice of individual trajectory of teaching.

With regard to the content of learning, student-centered approach is evident in the following main areas:

- component composition of the content of training, the emphasis in the development of free active person falls not only on knowledge as activity-on component for the development of experience of creative activity and value orientation. This does not mean that underestimates the knowledge, but it involves their practical focus, in their

extensive use of the activities.

– In the selection of training content to a greater extent into account the interests and concerns of the modern teaching problems.

– Selection of the material involves some redundancy and isolation of two levels: the level of presentation and the level of demand, which is slightly below the level of presentation as possible and take into account the needs of students. This enables a differentiated and even an individual approach to pupils, puts them in a situation of choice, to encourage greater independence and activity.

– focus on the development of students, including intellectual, requires the problem of the material, not the posts ready knowledge, which is reflected in the textbooks - these major «carriers» of the content of training, as well as in school lesson plans teachers. The use of special assignments for the development of reflection.

– in the selection of the content is important to provide such materials, which are appealing to the personal experience of students, to their feelings and emotions, encourage them to compare and contrast, to express their own opinions, estimates that stimulate the development of critical thinking, value orientations.

Thus, the student-centered approach places high demands on the selection of training content to its methodical organization.

Student-oriented approach makes some adjustments to the allocation range of training principles. Along with the principles of activity-related, communicative orientation training, as well as the principle of cultural studies orientation training and some other special significance follows principles:

– Principle of nature conformity, which allows taking into account the natural features of human learning. This principle rejects violence, direct coercion, in accordance with the motto «Per aspera ad astra!» it provides for the organization of educational process support to the natural properties of the student. This approach aims at the development of the emotional sphere of the student, in particular its interest, motivation to learn a foreign language, to stimulate the sense of satisfaction, a sense of success by successfully carried out activity, the use of health-learning technologies.

– The principle of efficiency, targeting a productive creative operation. It provides internal increments, not only in terms of knowledge, skills and abilities, but also in terms of personal development, as well as the formation of experience - both educational and informative, as well as cultural, promoting socialization of the individual.

– The principle of autonomy involves an increase in the proportion of school autonomy, the presence of elements of self-help and mutual learning.

At schools and language training courses a specific place is held by such forms of classes which provide active participation of each pupil at the lesson, increase authority of knowledge and an individual responsibility of schoolchildren for results of educational work. These problems can be solved successfully through the technology

of interactive methods of teaching.

Many scientists, such as Makarenko A.S., Sukhomlinsky V.A., involved with methods of teaching foreign languages, fairly pointed to the fact that student centered methods at the foreign language lesson not only organizes the process of communication on this language, but brings the group closer to the natural communication as much as possible. Interactive methods develop intellectual and volitional activity. Being difficult, but at the same time fascinating occupation, it demands the huge concentration of attention, trains memory, develop the speech. At the modern society staking on increased activity and an intensification of educational process, interactive methods is used at the foreign language lessons in the following cases:

1. As an independent method for mastering of a certain subject.
2. As the lesson or its part.
3. At the organization of out-of-school activity.
4. Using interactive methods consists in organizing cognitive activity of pupils in the course of which their abilities would develop.

Student centered methods of teaching allow using all levels of digestion of knowledge: from the reproducing activity through transforming to the main goal, creative and search activity. Creative and search activity appears more effective if it is preceded by the reproducing and reformative activity during which pupils acquire techniques of learning.

Student centered methods always assume a certain stress of emotional and intellectual forces, and also ability of making decision. The desire to resolve these issues sharpens cogitative activity of players.

Student centered methods being an entertainment, a kind of rest, is capable to develop into training, into creativity, into model of human relations that are shown in a work. Using of student centered methods makes teaching and educational process more sapid and with higher quality for the reason that:

1. Student centered methods involve in vigorous cognitive activity each students individually and all together and, thereby, it is an effective controlling mean of educational process.
2. Using an student centered methods is carried out by means of students own activity having the nature of a special type of practice, in the course of which 80-95% of information are acquired.
3. Student centered methods are a free activity offering an opportunity of a choice, self-expression, self-determination and self-development for its participants.
4. Student centered methods have a certain result and stimulates students to goal achievement.
5. Adversarial nature, an integral part of student centered methods are attractive for students;

6. Student centered methods have a special place in the system of active teaching: it is synthetic as it is at the same time both method and a form of organization of teaching, synthesizing in itself practically all the methods of active teaching [1, p.41].

All this allows to define student centered methods as the highest type of pedagogical activity.

Using of student centered methods of teaching promotes implementation of important methodical tasks, such as:

1. Formation of psychological preparation of pupils for speech communication.
2. Ensuring of a natural need of multiple repetition of a language material.
3. Training of students in the selection of the necessary speech version that is preparation for situational spontaneity of the speech in general.

Student centered methods are created at the lesson by means of modern techniques and situations which act as means of motivation, stimulation of students. The desire to use interactive methods like this mobilizes thought and energy of students, creates the atmosphere of emotional stress. The speech communication including not only the speech itself, but also gestures, a mimicry, and has strongly marked purposefulness.

Realization of interactive techniques and a situation at the task form of a class is carried out by the main directions:

1. Didactic aim is set before students in the form of an interactive task.
2. Educational activity submits to the rules of interactive methods.
3. Training material is used as its tool, the competition element, which transfers the didactic task to the exercises and is entered into educational activity.
4. Successful implementation of a didactic task is bound with an interactive result.

Using student centered methods in the process of learning realizes the following functions:

1. Training function consists in development of memory, attention, perception of information, development of general educational skills and abilities, and also it promotes development of linguistic skills. It means that interactive form of the lesson is a special organized occupation demanding tension of emotional and intellectual forces, and also ability of making decision.

2. Educational function consists in training of such qualities as the attentive, humane attitude towards the group partner, also develops feeling of mutual aid and mutual support. The student enters clichés of speech etiquette for improvisation of the speech converse to each other in a foreign language that helps training of such quality as politeness.

3. Entertaining function consists in creation of favorable atmosphere at the lessons, transformation of the lessons into an interesting and unusual event, a fascinating adventure, and at times, into the fantastic world.

4. Communicative function consists in creation of the atmosphere of foreign-language communication, integration of group of students, establishment of the new emotional and communicative relations based on interactions on a foreign language.

5. Relaxation function - release of the emotional stress caused by nervous system load at intensive teaching foreign language.

6. Psychological function consists in formation of preparation skills of the physiological state for more effective activity, and also reorganization of mentality for assimilation of large quantity of information.

7. Developing function is aimed at the harmonious development of personal qualities activation of reserve opportunities of the personality.

The psychological theory of activity A.N. Leontyeva allocates three main types of human activity: labor, game and educational. All these types are closely interconnected among themselves. The analysis of psychology and pedagogical literature according to the theory of interactive emergence in general allows presenting a range of its appointment for development and self-realization of students.

The main function of pedagogical activity consists not just in transferring of knowledge, and in creation the problem and informative situations and management of the process of cognitive activity of students taking into account their individual characteristic.

In human practice the interactive form performs the following functions:

1. Entertaining.
2. Communicative.
3. Diagnostic.
4. Therapeutic.
5. International communication.
6. Socialization.

Student centered methods play an important role by the formation of mental processes of the students: transition from visual and effective to image thinking is carried out, abstraction factor, ability of generalization, voluntary attention are in progress.

Students show interest and remember only that information which touches their emotional world, has for them personal significance. Teacher needs to organize the educational activity in such a manner that cognitive processes of pupils have been intensified [7]. G. Lebedev pointed that cognitive activity is an initiative, effective attitude of students to digestion of knowledge, and also demonstration of interest, independence and strong-willed efforts in learning.

Researches in psychology have shown that success of a foreign language acquisition is defined not only by cognitive processes, but also the emotional sphere of the personality. The humanistic concept of K. Rogers in relation to teaching foreign languages has found the reflection in works of Ch. Karan and other researchers. They

looked at the person, first of all as at an emotional being, and among the qualities that are important for learning foreign language distinguished motivation, level of anxiety and self-evaluation, constraint and risk proneness. The motivation is the trigger of any activity. Progress in activity increases the motivation. The low self-evaluation quite often leads to constraint, «diffidence» and is connected with the fear of mistakes that negatively influences language acquisition. The level of anxiety at assimilation of a foreign language stands in slight interrelation with a self-evaluation, constraint, and risk proneness. In this regard personal and situational anxiety can be distinguished. If the first exhausts an organism, being an obstacle in learning, then situational anxiety creates the intellectual passion in learning. Using interactive methods at the foreign language lesson is justified by huge value for the mental development of students at any age.

Student centered methods as a strategy in language education is considered as a free learning activity that gives students opportunity to use languages with practical purpose and to use their creative skills. In the period from 2 to 4 years it is necessary to start to learn foreign languages. According to the researchers, this is due to the fact that this age is characterized by a particularly active development of the brain area, which is associated with the mastery of language skills, the development of his abilities, the formation of teaching skills and the mastery of elements of culture and behavior.

In the early school age language does not seem complicated for the students. The child absorbs foreign speech as something natural and ordinary. However, such processes cannot be observed when adult people learn a foreign language. Consequently each person who begins to learn a foreign language from 30 years has difficulties. This is due to the fact that most students do not have a natural need to use a foreign language in real life. Learning a foreign language involves memorizing a large number of rules, memorizing foreign words, as well as developing skills and skills to use the knowledge every day, namely, to express own thoughts and to understand the speech of others. Compared to the younger generation, students of a more adult age take much more time to learn a foreign language.

In addition adult learners have fear of mistakes, which does not occur in children by learning a foreign language. Many adults think that silence is gold and it's better to do nothing than to make mistakes.

This problem concerns the study of vocabulary and phraseology, which are the main obstacle in interethnic communication. For example, when a student encounters an authentic text in the studied language, he practically cannot understand anything, if he translate all the words and then connect them to understand the meaning of the whole sentence. It is necessary to read authentic texts and to teach students how to work with such texts. In connection with the technological progress namely, the emergence of the Internet, the countries have become closer. Films and TV shows, special programs such as Eng-

lish club became available to the students. Students can use social networks, such as Face book, Skype and improve their communication skills in communicating directly with native speakers.

Despite all the difficulties a large number of adults make efforts to continue their education, set the goal to learn foreign languages in adulthood. This is the reason for the growth of numerous schools and additional education clubs, in which the training is carried out both individually and in groups, in which many companies send their employees to foreign language courses.

The knowledge of English language is a necessary part of our life in modern society, both in the professional and social spheres. But in view of the fact the process of forming communicative competence is quite complex and it needs time. The student thinks first in his native language, translates the words into a foreign language, then compares them with the rules of grammar and only then he speaks the sentence in the studied language. This process is too tiring for a person. Therefore, it is necessary to try to think and speak in a foreign language at once. This is how children learn to speak in their native language. Little children speaking in their mother language do not study any grammatical rules. They comprehend the theory much later. The arbitrary memorization of foreign language material in adult students is generally higher than in other age groups. Private aspects of the manifestation of mnemonic functions in the assimilation of a foreign language by adults demonstrate positive qualitative differences. Visualization of the linguistic material contributes to accurate memorization of information. The mastery of a foreign language depends on the level of education of each person.

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