

## KEY FEATURES OF STUDENT – CENTERED APPROACH

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**Abstract:** the article reveals the features of the activities of a teacher and students in an English lesson with a student-oriented orientation, as well as the main aspects of their own research to improve the educational process and the effectiveness of training within the framework of the State Educational Standard.

**Key words:** student-centered orientation, learning effectiveness, approach to learning, individual and group forms of learning, approach, teaching materials.

The fast pace of the modern world, concerning not only our daily life, but also all work processes, affect and require constant changes and adjustments as well as the norms, systems of learning, and teaching of the English language.

New requirements in learning and teaching English language suggest in the activities of the teacher a different interpretation of the educational material, in other words, an approach that will be effective in mastering all types of speech activity: reading, speaking, listening and writing.

The approach, as a basic category in the methodology, is an important component of the English language teaching system, acts as the most general linguo-didactic basis and gives an idea of the chosen teaching strategy, which serves as the basis for the choice of teaching methods and techniques.

At present, the increasing popularity and importance in teaching foreign languages, in particular English receives a student-centered approach aimed at developing the personal potential of each student, at the full development of all aspects of his personality and subjectivity in the process of socialization.

The result of the educational process with this approach is a comprehensively developed personality, ready for continuous improvement of their skills and abilities, self-education and self-development, as well as successful socialization in general.

The success of the application of methods based on student-centered learning as well as the entire educational process in general, depends on full equipment of the class with the necessary digital tools and services for work and information received about knowledge, skills and abilities, which the student owns on the basis of mandatory testing as part of the interview, a detailed study of the psychological portrait of the individual, his social environment.

In order to achieve the main goal teaching English - the formation of socio-cultural competencies, namely:

1. Conduct an interview in the form of a private conversation and testing to determine the level of proficiency in the main types of speech activity.
2. Compile a psychological portrait of the student based on the data obtained from communication with the student's relatives, as well as from the study of a personal questionnaire card.
3. Determine the program for the student based on the level English language proficiency, as well as individual personality traits.
4. In the process of learning, create a favorable friendly atmosphere; adjust the course of the educational process, as well as the form of presentation of educational material, if necessary. In turn, students should clearly understand the need and importance of their participation in the educational process, put tasks to achieve a common goal, namely: attend all classes fixed in the curriculum, follow the teacher's recommendations in class and at home, actively participate in the work process.

Competently created psychological portrait of a student and determining the level of English proficiency allow the most effective forms of training, individual or group.

As practice shows, there are two ways to effectively work with the first group of students, namely individual, which in a short time allows you to master the educational material, challenging and group, applicable only in that if students belong to the same age group and, as a result, have the same school program for mastering lexical and grammatical materials. In the process of teaching group of students, it is necessary to use visual aids, audio and video materials in order to develop interest in the language being studied and to simplify the process of complex assimilation of educational material as much as possible[1,150]. The constant use of problematic creative tasks in the form of completing projects, passing quests is the key to the successful completion of the educational process for this group of students.

It is important to pay attention to the psychological aspect in each lesson, to feel the mood of the students, quickly rebuild the workflow if necessary.

In the process of teaching in these groups of students, the possibility of a sharp transfer

Therefore, it is necessary to monitor the psycho-emotional state of students at each stage of training in order to immediately identify and eliminate the difficulties that affect the successful assimilation the material being studied [2,14]. Teaching the second group of students is often a group form of successful assimilation of educational material and involves the choice of a specific and uniform educational and methodological component for all. The choice of a textbook for students does not imply only its template use. On the contrary, it includes the maximum creative work of the teacher, associated with the use of additional materials from other sources and aimed at increasing interest in the language being studied, as well as successfully consolidating lexical and grammatical materials. The constant use of video materials at the beginning of the lesson, and the game form at the end makes the lesson more interesting, and the assimilation of the studied educational material is simple and imperceptible for students.

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