

## **Personality-Oriented Educational Technologies in Teaching Foreign Languages**

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**Abstract:** The existing personnel training system requires a revision of its content, structure, organization, principles of relationship with educational practice and innovative processes in education. This is directly related to the development of student-oriented educational technologies that ensure the achievement of high quality and guaranteed results of professional training in technical universities. The article discusses the main aspects of the implementation of student-oriented educational technologies in teaching foreign languages.

**Keywords:** foreign language teaching, communicative competence, digitalization of society, personality-oriented teaching technologies, competitive specialist, differentiated approach.

### **Introduction**

One of the main tasks of teaching a foreign language is not only to give knowledge to students, but also to awaken a personal motive, instill interest in the subject, and develop a desire for speech self-improvement.

In this regard, modern methods clarify the goals of learning and change the content and structure of education. Accordingly, forms of training are being improved, methods and techniques of teaching are being clarified.

In addition, technologies are being developed that are focused not only on the process of students acquiring knowledge, but also aimed at the comprehensive development of the student's personality, the development of his intellectual and communicative abilities, and the formation of a socially significant supernatural. - subject skills<sup>1</sup>.

In modern didactics, the term pedagogical technology appears in many methodological works. In practice, we come across such terms as pedagogical technologies, educational technologies, new pedagogical, innovative educational technologies. However, the concept of "technology" is still being refined; this term is used in a fairly broad context<sup>2</sup>.

New educational technologies are a set of specific forms and methods of teaching that ensure that students solve an educational problem as a result of independent actions. Thus, educational technologies are based on the goals that must be achieved (educational result), the method of interrelated activities of the teacher and student and their role in the educational process [1, 35, 37].

The needs of society determine the goal of a modern high school - to form a person capable and ready for systematic independent self-learning and self-development.

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<sup>1</sup>Tashmuradovna Ny. Some Theoretical Foundations Of The Problem Of Cognitive Activity Of Students. Finland International Scientific Journal Of Education, Social Science & Humanities. 2023 Apr 23;11(4):1667-75.

<sup>2</sup> Аверьянова С. В. Личностно ориентированная система языкового образования // Российский внешнеэкономический вестник. 2011. № 5. С. 52-54

According to Bystrova E.A. [5], this goal can be achieved through person-centered learning, the essence of which is as follows:

the focus should be on the student's personality with his subjective experience acquired before a high school;

the cognitive activity of a student is an independent, personally significant and therefore a very effective source of his development;

the learning process is focused on the development of the student as an integral personality, and not on the development of the student's individual qualities;

the basis of training is a differentiated approach to students, taking into account the level of their intellectual development, the level of training in a given subject, the level of development of their abilities and inclinations;

special attention is paid to the conscious development of independent critical thinking among students;

The teacher is the organizer of independent active cognitive activity of students, a competent consultant and assistant; his role is, first, to skillfully identify the student's difficulties that prevent him from fully assimilating knowledge, and to help him overcome these difficulties [8, 10, 25].

Modern personality-oriented educational technologies take into account the age, individual psychological characteristics of students, focus on the student as a subject of the educational process, who, together with the teacher, can determine the educational goal, plan, prepare and implement the educational process, and analyze the results achieved [3,7].

In accordance with this approach, the role of the teacher in the educational process can be characterized as follows: the teacher creates conditions for the formation of the student's personality in educational activities, involves each student in active cognitive activity, organizes learning situations in which the student can try his hand at solving emerging educational problems, helps solve them through joint efforts, plans joint work in cooperation in solving various educational problems, introduces ways to obtain the necessary information in order to form their own reasoned opinion on a particular problem, the possibility of its comprehensive study [25, 26, 31, 32].

It is obvious that the development of personality-oriented technologies is a search for ways to obtain a guaranteed high-quality educational result.

One of the technologies for student-oriented learning, which has not yet been widely adopted in the practice of teaching a foreign language, is the "Language Portfolio". What is this technology and how can it be used in high school?

"Language Portfolio" is a set of documents and independent works of the student in the foreign language, which he collects, guided by his own desire or the teacher's assignment. The "Language Portfolio" can be an independent document, or it can be included as part of the "Student Portfolio", which contains different portfolios: "Creative writing Portfolio", "Math Portfolio", etc.

The "Language Portfolio" is designed to promote students' awareness of their own cognitive activity aimed at mastering a foreign language, in particular at the student's acquisition of all types of competence: linguistic communicative and cultural, such awareness is achieved through the student's description of the level of proficiency in the components of each competency.

In the form of a "Language Portfolio" - a new type of workbook-folder that records the self-assessment of students' speech skills.

The purpose of the language portfolio should be clear to the student, parents, and teachers of another high school (if the student transfers) and is as follows:

- in the description of the work done by the student to improve speech skills over the years of study at high school (the description is given by both the teacher and the student);
- in qualitative fixation by the student and teacher of the level of mastery of the main types of speech activity (listening, speaking, reading and writing) depending on the stage of training;
- in the presentation (at the student's choice) of the most successful written works, varied in genre (essays of different genres, answers to questions, dictations, presentations, etc.);
- in determining the student's personal position in relation to the subject at a certain stage of training;
- in predicting a student's professional inclinations at the stage of pre-professional and specialized training.

The "Language Portfolio" includes tables for self-assessment, which describe the levels (A, B, C) of the development of speech skills in all types of speech activities: listening, speaking (monologue, dialogue), reading, and writing.

These levels A, B, C are defined for a foreign language as levels of mastery of speech skills. Translation of the list of speech skills by level into a foreign language is possible, taking into account the specifics and stage of mastering a foreign language.

By getting acquainted with the self-assessment tables, the student can understand his level of mastery of speech skills.

So, the role of this technology in high school is to instill a desire for self-improvement, develop a personal motive in learning, and help objectively determine the choice of a training profile.

These relatively new technologies, which are united under the name "Student Portfolio," contribute to the formation of the necessary skills of reflection, i.e., self-observation, self-assessment, form the ability to adequately assess one's own achievements and capabilities, draw the necessary conclusions regarding one's own self-improvement, and think independently.

### **Conclusion:**

Thus, educational technology precisely determines the way of interconnected activities of teacher and student, their role in the educational process, strict adherence to technology (and not just the use of its individual elements) allows one to achieve the goals (obtain an educational result). Moreover, The main direction of personality-oriented educational technologies in pedagogy is the formation and development of students' intellectual and speech skills, their moral development, the formation of critical and creative thinking as priority areas of human intellectual development.

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