



## ADVANTAGES AND DISADVANTAGES OF STUDENT CENTERED APPROACH.

**Bakirova Gulasal Davlatovna**

*Master's degree Denau institute of entrepreneurship and pedagogy*

**Annotatsiya:** *Ushbu tadqiqotning maqsadi chet tillarini o'qitishda talaba markazlashgan yondashuvining qanchalik ahamiyatli ekanligini va shu bilan birgalikda uning o'qitishdagi ba'zi salbiy tomonlarini ko'rsatib berish.*

**Kalit so'zlar:** *talaba markazlashgan yondashuv, analitik fikrlash, muammoni hal qilish, ijodkorlik qobiliyati.*

**Annotation:** *The purpose of this study is to show how important the student-centered approach is in teaching foreign languages and, at the same time, show some of its disadvantages sides in teaching.*

**Keywords:** *student-centered approach, analytical thinking, problem solving, creativity skills.*

### **Introduction:**

The educational industry is constantly discussing ways educators can teach their students more effectively. While many go back and forth on the advantages and disadvantages of a traditional vs non-traditional education, the truth is that some students require different teaching methods. The student-centered approach to learning is one method that instructors are incorporating into their curriculum in some form or another.

Student-centered learning (SCL) is a teaching method that focuses on creating connections with students' interests and the things they learn in school. The ultimate goal is to make the educational process more meaningful to students. The best way to do that is by framing lessons in terms of their interests; therefore, encouraging them to engage more in the material and learn well.

The method giving students more decision-making roles can look very different. But generally, they will all have similar characteristics such as more activities, small groups, discussion, and more student-led.

A great example of a student-centered approach in the classroom is letting students determine the final results of a project or assignment. Instead of dictating to the students what the final project should be, the teacher provides parameters and allows the student to base their final work around their topic interests.

SCL may seem to remove the teacher from the center of the classroom; but really, the teacher's role is instrumental for its success. The approach relies on students working toward their own autonomy that would support learning at a pace they are comfortable with.



### Benefits of Students Centered Approach

One of the major benefits of the SCL approach is that it presents more decision-making opportunities to students which would let them take a more useful approach to their education. Students learn to set their own goals then assess and determine how to reach them. This allows students to acquire important and useful skills like analytical thinking, problem-solving, creativity, and leadership.

In addition, students engage better and are more motivated in their learning in a student-centered classroom environment. This not only helps them academically but also improves relationships between students and educators. When we asked What does student-centered learning actually feel like to students? Mingturayeva Shoxista who is one of the sophomore students in Denau institute of entrepreneurship and pedagogy, offered this reflection: "Teachers viewed scholars as more than students. ... We were treated as individuals with our own ideas and viewpoints, and that were incorporated into classes and school governance. The opportunity gave me the strength to use my voice. Now, I'm not afraid to stand up and speak my opinion."

Lastly, student-centered learning offers greater flexibility for small groups or virtual learning, which has become even more important in the past few years. SCL techniques can always be incorporated gradually, making it easier for both students and educators to have the time they need to adapt.

### Concerns and Drawbacks

As with any teaching method, there are both advantages and disadvantages. One major concern is reducing the teacher's responsibilities and power in the classroom. By shifting decision-making to the student, many individuals are concerned that students will derail the curriculum, or look for the "easy way out." Thus, resulting in diminished lessons and academic outcomes.

While this is a valid concern, if successfully integrated properly, a student-centered approach wouldn't lead to such a scenario. Teachers aren't giving all the responsibilities to students, but instead opening the conversation to include more.

Additionally, the challenge then becomes what makes an assignment arduous and useful vs easy and less challenging. Instead of using traditional reports or powerpoints try adding technology for a better application.

Using Minecraft to create a final project doesn't make it less rigorous; instead, students must creatively demonstrate their topics in a new fun manner that still fulfills their educator's requirements. It's a more engaging process that keeps students engrossed in their assignments and gives educators new ideas for student application.

### REFERENCES:

Ashok Sapkota, Developing Students' Writing Skill through Peer and Teacher Correction: An





Action Research (Nepal English Language Teachers' Association (NELTA), ISSN: 2091-0487)

Chieko Onozawa, A Study of the Process Writing Approach-A Suggestion for an Eclectic

Writing Approach, (RESEARCH NOTE: <https://gair.media.gunma-u.ac.jp/dspace/bitstream/10087/7218/1/2010-onozawa2.pdf>)

Graham Stanley. (1993). Process Writing, British Council, Barcelona.

Galuh Nurrohmah, Improving Students' Writing Skill Using A Process Approach (<https://www.researchgate.net/publication/>)

Md. Kamrul Hasan & Mohd. Moniruzzaman Akhand, Approaches to Writing in EFL/ESL

Context: Balancing Product and Process in Writing Class at Tertiary Level (Journal of NELTA Vol.

15 No. 1-2 December 2010)

Nunan, D. (1991). Language teaching methodology: A textbook for teachers. Edinburgh,

Harlow, England: Longman.

Richard Badger and Goodith White, A process genre approach to teaching writing (<http://eltj.oxfordjournals.org/> at Serial Record on March 5, 2016)

Sangamitra A, Sahul Hameed, Developing the writing skills in English of Students at College

Level-AProcess Approach, (Volume 11, Number 1, 2016, <http://www.ripublication.com>)

Tribble, C. Writing. (1996). Oxford: Oxford University Press.