

SHIFTING FROM TEACHER-CENTERED TO LEARNER-CENTERED INSTRUCTION IN LANGUAGE CLASSROOMS

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Abstract: This paper explores the transition from teacher-centered to learner-centered instruction in language classrooms, emphasizing its benefits, implementation strategies, and challenges. It highlights how active learning enhances student engagement, autonomy, and communicative competence.

Keywords: learner-centered approach, language teaching, student autonomy, communicative competence, active learning

Аннотация: В этом исследовании рассматривается переход от учитель-центрированного к ученико-центрированному обучению в языковых классах с акцентом на его преимущества, стратегии реализации и возникающие трудности. Подчеркивается, что активное обучение способствует повышению вовлеченности учащихся, развитию их автономности и формированию коммуникативной компетенции.

Ключевые слова: ученико-центрированный подход, обучение языкам, автономия учащихся, коммуникативная компетенция, активное обучение

Annotatsiya: Ushbu maqola til o'qitish jarayonida o'qituvchiga yo'naltirilgan yondashuvdan o'quvchiga yo'naltirilgan yondashuvga o'tishni tahlil qiladi, uning afzalliklari, amalga oshirish strategiyalari va muammolarini yoritadi. Unda faol o'qitish usullari o'quvchilarning darsdagi faolligini, mustaqilligini hamda kommunikativ kompetensiyasini qanday oshirishi ta'kidlanadi.

Kalit so'zlar: o'quvchiga yo'naltirilgan yondashuv, til o'qitish, o'quvchi mustaqilligi, kommunikativ kompetensiya, faol o'qitish

Introduction.

In recent decades, language education has undergone a significant transformation, shifting from traditional teacher-centered instruction to more dynamic learner-centered approaches. This change reflects broader educational trends emphasizing student autonomy, critical thinking, and active participation in the learning process. In teacher-centered classrooms, the instructor dominates the lesson, controls content delivery, and acts as the primary source of knowledge. However, such approaches often limit students' opportunities to practice language skills actively and independently.

The relevance of this topic lies in the growing need to develop communicative competence rather than mere grammatical knowledge. Modern learners require practical language skills for real-life communication, which cannot be achieved through passive learning alone. Therefore, adopting learner-centered instruction has become essential in contemporary language classrooms. The main aim of this paper is to analyze the shift from teacher-centered to learner-centered instruction and its impact on language learning. The objectives include identifying key differences between the two approaches, examining their advantages and challenges, and providing practical recommendations for effective implementation.

Main Part and Literature Review

Teacher-centered instruction is characterized by lecture-based teaching, where students play a passive role. The teacher controls the pace, content, and evaluation, leaving little room for student interaction. While this method can be effective for delivering structured information, it often fails to develop communicative skills (Richards & Rodgers, 2014).

In contrast, learner-centered instruction focuses on students as active participants. It encourages collaboration, problem-solving, and interaction. The teacher acts as a facilitator rather than a knowledge transmitter. This approach promotes deeper understanding and long-term retention of language skills (Harmer, 2007).

One of the major advantages of learner-centered teaching is increased student engagement. When learners actively participate in discussions, role-plays, and group activities, they are more motivated to learn. This approach also fosters autonomy, allowing students to take responsibility for their own learning.

Additionally, learner-centered instruction enhances communicative competence. Activities such as pair work and real-life simulations provide opportunities to practice speaking and listening skills in meaningful contexts. Research shows that students exposed to interactive methods demonstrate better language proficiency compared to those taught through traditional methods (Brown, 2001).

Despite its advantages, transitioning to learner-centered instruction is not without challenges. One major issue is resistance from both teachers and students who are accustomed to traditional methods. Teachers may find it difficult to shift their roles, while students may initially struggle with increased responsibility.

Another challenge is classroom management. Learner-centered activities often involve group work, which can lead to noise and lack of control if not managed properly. Furthermore, limited resources and large class sizes can hinder effective implementation (Nunan, 1999).

To successfully implement learner-centered instruction, teachers should gradually introduce interactive activities. Starting with simple tasks such as pair discussions can help students adapt to the new approach. Clear instructions and well-defined objectives are essential to maintain structure.

Teachers should also create a supportive learning environment where students feel comfortable expressing themselves. Providing constructive feedback and encouraging collaboration can significantly enhance learning outcomes. Moreover, integrating technology, such as online platforms and multimedia resources, can further support learner-centered practices (Scrivener, 2011).

Conclusion.

The shift from teacher-centered to learner-centered instruction represents a fundamental change in language education. While traditional methods focus on knowledge transmission, learner-centered approaches prioritize active engagement, autonomy, and communication. This transition is essential for developing practical language skills in modern learners.

Practical recommendations include gradually incorporating interactive and communicative activities, encouraging student participation and collaboration, providing continuous feedback and support, using technology to enhance learning experiences, and adapting teaching methods to classroom context and student needs.

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