



IMPLEMENTING PERSON-CENTERED APPROACHES IN EFL PEDAGOGY

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As English has become the world's lingua franca, worldwide interest and demand for its acquisition are escalating. It is the reason why currently English learning and instructing are considered as a widespread activity among individuals. This article aims to outline of Person-centered approach from its origin and its pedagogical technologies that are trained in educational settings.

English is currently the most widely taught and learned language worldwide. It is a very ancient language that has undergone numerous transformations from its original form. According to Pan Van (2020), English language teaching has emerged as an indispensable element in the context of rapid globalization and the growing prominence of lifelong learning as a core educational paradigm.

Tetiana Aleksandrovych and Mykola Malynka (2020) conceptualize pedagogical activity as a complex and multifaceted process, emphasizing that its outcomes are not immediately observable. The professional success of teachers largely depends on their selection and effective application of instructional methods, forms, and educational technologies. Through these deliberate choices, educators facilitate the activation and deep assimilation of learners' knowledge.

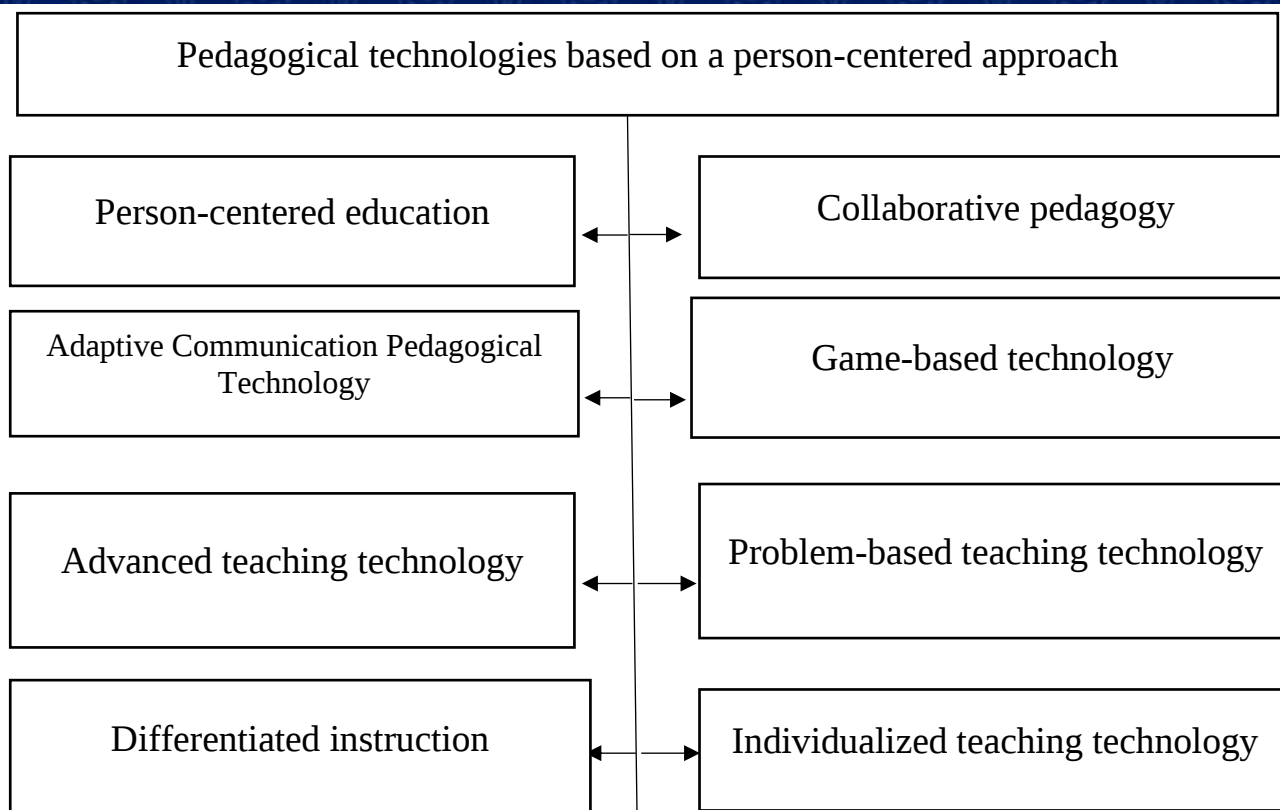
PCA (Person-Centered Approach) formerly developed by American psychologist Carl Rogers in the mid-20th century, has significantly influenced both psychology and education. Initially designed as a therapeutic model, this approach emphasizes empathy, authenticity, and unconditional positive regard.

Carl Rogers (1979) stated that each individual possesses **vast internal resources for self-understanding, self-concept, primary relationships, and self-directed behavioral change**. However, the use of these resources is only possible in a **clearly defined facilitating psychological environment**-that is, one characterized by **genuine, supportive, and empathetic relationships**.

As Mazaikina (2016) emphasizes in her research on the application of the person-centered approach (PCA) in higher education, 21st-century pedagogy increasingly prioritizes person-centered methods, as they enable a more holistic understanding of the student's personality. However, the implementation of PCA remains a complex task, given that the very notion of "personality" encompasses a broad spectrum of qualities that an individual must possess to be considered a fully developed person.

Educational scholars have developed pedagogical technologies based on a person-centered approach, which are presented in the following table (see table 1).

Table 1



In each of these approaches, the educational process is organized taking into account the learner's **interests, abilities, capabilities, and conditions**. In particular, **person-centered education** places special emphasis on developing the learner's ability to **approach problem situations independently and cultivate the skill of self-directed thinking**.

Person-centered education is a type of learning in which the learner's personality, individuality, and subjective experience are placed at the forefront of the educational process. These aspects are first identified and then integrated with the educational content.

Today, the person-centered education model is widely applied in the educational systems of many countries worldwide. One of the significant events confirming the global recognition of this approach was UNESCO's 1992 decision to declare the 21st century as the century of the person-centered approach. This decision underscores that placing the individual at the center of the educational process has become a priority direction in contemporary pedagogy.

Khutorskoy (2005) emphasizes that the person-centered approach differs from the traditional approach. In the traditional approach, the teacher primarily delivers knowledge through lectures, discussions, textbooks, notebooks, and board work. In contrast, the person-centered approach emphasizes **independent learning**, where the learner actively discovers knowledge on his or her own. Key forms of activity in this approach include **project-based work, active engagement in tasks, and learning through addressing errors**.

In the educational process, the following are considered the main forms and methods of person-centered education:

1. Creative tasks
2. Assignments requiring a creative approach
3. Problem-based situations
4. Role-playing and business games
5. Discussions, debates, and the FSMU strategy



6. Competition-based contests

The given methods, such as creative tasks, problem-based situations, role-playing games, discussions, debates, and competition-based activities, are highly effective in English language teaching. They actively engage learners, promote critical and creative thinking, and encourage independent problem-solving. By offering varied challenges and interactions, these approaches enhance motivation, support practical language use, and foster communicative competence in a learner-centered environment.

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