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**TEACHER’S PERSONALITY IN PERSONALLY-ORIENTED APPROACH TO LEARNING FOREIGN LANGUAGE**

**Abstract**

*Main problem:* The influence of globalization in the modern world process has an impact higher education system. The use of a personality-oriented approach in foreign language lessons is one of the main problems in modern teaching. For "competitive Kazakhstan" it is important that every citizen of the country, every person, every student is competitive.

*Goal:* Needing for technologies of personality-oriented learning is increasing.

*Methods:* The methodological basis of the study is a questionnaire consisting of the teacher's tasks. Special attention was paid to the problem of the teacher's personality in the context of personality-oriented learning. The survey analyzed the responses of students and teachers in the field of pedagogy between the ages of 18 and 40. The survey responses were shown in the diagram and additional definitions were given.

In this empirical study, the management of the educational process with the performance of tasks by the teacher paying off.

*Results and their significance:* Analyzing the questionnaire, we can sum up that in Personality-oriented learning it has a good effect on the student's personality, motivates him to study the English language and helps the student to become self-confident and become competitive, increases his academic performance, is perfectly reflected in his personal development.

As a result of the analysis, it was found that the use of personality-oriented learning in the educational process has a positive effect on the formation of self-confidence, improving academic performance and increases interest in a foreign language in general, contributes to the formation of a strong and self-confident personality.

Recommendations for teachers developed by us they are primarily focused on creating a psychologically safe educational environment that is favorable for the development of the personality of each child, as well as on creating conditions for the manifestation of intellectual and creative abilities of children.

*Key words:* personality-oriented teaching, personality, teacher, tasks.

**Introduction**

Today's world is experiencing the expansion of American civilization, which has led to the "Westernization" of the culture of many countries. Among other things, it led to the global spread of the English language. Therefore, proficiency in English is not just a wish, but an urgent necessity and an indispensable component of a specialist's professionogram. A certain level of English language proficiency now not only indicates the general cultural level of a specialist, but also has the character of a professional necessity.

In this regard, it is of great importance to teach English using effective methods and techniques. The article deals with the teaching of a foreign language by a teacher with the requirements for personality-oriented learning.

It is his professionalism and love for his work that determines how successfully the subject will be mastered. In addition, the introduction of various equipment at enterprises, requires from the teacher of foreign languages not only traditional knowledge of the subject, but also competence in the professional field of future specialists. Students are very receptive to the fact that the teacher has gaps in the knowledge of the discipline taught by him. But it is the teacher who forms the students' attitude to the subject being studied.

Teacher’s task the student to certain rules of the subject and make them remember it, but also to interest them, to inspire them to participate in the educational process. Pressure and bullying can lead to students becoming indifferent and dissatisfied and reduce work efficiency.

Today, changes in our society are observed in all spheres: society, culture, and economy. The changes will affect the sphere of education, including the sphere of general education.

In the Address of the First President of the Republic of Kazakhstan "For a Competitive Kazakhstan, for a Competitive population, for a competitive nation", the title "The ability of a national Competitor at the first stage is determined by the level of education" obliges the formation of new approaches, professional relations in the field of education.

In the era of modern forced, industrial, globalization, the goals, objectives teaching younger generation have radically changed. Changes in all social systems in the era of globalization, since its main form is "man", changes in the basic guidelines and values of the socio-political, socio-cultural spheres that contribute to the formation of the principles of democracy and humanism in the educational system in the new century.

The Law of the Republic of Kazakhstan "On Education" emphasizes that the main task create the necessary conditions for obtaining high-quality education aimed at the formation, development and professional improvement of the individual on the basis of national and general civil values, achievements of science and practice", which provides for the tasks of further development of the education system. To implement such tasks, Elbasy N. Nazarbayev presented the national project "Intellectual Nation-2020". In order to become an intellectual nation, very important scientific, professional, cultural information, knowledge and qualifications, psychological and moral characteristics of the individual and the ability to self-organize and manage in a social team. [1]

The effectiveness of personally-oriented learning technologies is increasing, whether in the field of general education or methods of teaching a foreign language. The content of technology takes place either by performing the duties of the teacher, or by a student-oriented approach, or by a combination of both. The foundation and head of the education system has been a teacher for centuries, and it continues to be so, and in this regard, the current education system is given priority to personally-oriented learning.

In the context of changing the educational paradigm, the transition to an individual paradigm is considered as one of the main directions of modern education. This is a manifestation of deep human thinking caused by a technocratic social crisis. The individual Paradigm recognizes the intrinsic properties of the learning process, rather than phenomena such as the growth of knowledge on which unity is based. It is clear that the education system in this direction does not correspond to traditional teaching methods. Since traditional learning is largely based on educational paradigms, students must master concepts and experiences while acting within the framework of a particular subject. Of course, in this case, the possibilities of influencing human nature are limited. Therefore, there is an increasing need for a humanistic approach, in which its independence, uniqueness and subjectivity are realized.

In accordance with the field of science (pedagogy, psychology, sociology, social sciences, cultural studies, etc.), a certain direction has been formed in the study of personality and its development. The scientist L. S. Vygotsky, the founder of the cultural and historical direction in the study of personality, was the first to turn to the system of cultural signs in behavioral research. Instead of the "consciousness-behavior" duality of other psychologists, it is aimed at searching through the "consciousness-culture–behavior" triad. Scientists believe that to understand complex psychological processes and know their history. He believes that the personal boss acts as the mind, and the social boss as the action .

According to the famous scientist S. L. Rubinstein, " the character of a person defines him as a subject of activity based on temperament, depending on many circumstances, even the customs of the social environment in which a person lives, and the public places that a person occupies in such an environment.a person is not just a person, but a person, symbols, abilities, interests, a person who is trying to actively invent, and only those who are formed by long-term self-development have the right to be called.""

According to academician T. Tazhibayev, " an adult, he carries out social communication and conscious activity, is a true member of society, knows how to distinguish himself from others, understands who he is, and is a true member of society."

According to the famous psychologist K. B. Zharykbayev, " a person is a person who can change himself and others."

In S.I.Ozhegov's dictionary: "Personality-a person is considered a carrier of certain traits, abilities".

The name of a person is used in two main ways:

1) any conscious person;

2) a person with an appropriate level of psychology, able to manage their psychological development and behavior, the process of behavior.

In works of M.N.Dyachenko and L.A.Kandybovich: "Personality is a natural organism - a person in society who has consciousness, speech and creative abilities".

Therefore, the main concept of personality-oriented teaching methods is "personality".

A person is an individual in a social way of life, the essence of which depends on the person's personality, his identity, his identity, his special life path. One of the main functions of the individual is a continuous search, an independent investigation of the causes of their life activity.

Therefore, the phenomenon of “being a person” is a special social life of a person, his social orientation, the ability of a person to adapt to special living conditions. The phenomenona of being a person reflects a special type of social life of a person,his social orientation, the "adaptive" reaction of a person to the special conditions of his life. From such approaches and theoretical systems, the idea of developing personal paradigms in pedagogy and personality-oriented education is revealed at each stage.

In modern pedagogical theory and practice, E.N.Bondarevskaya, V.V.Davydov, M.V.Klarin, A. P.Tryapitsina, V.V.Serikov, G.A.Zukerman and others have made their contribution to the development of this direction. Namely, the individual approach in education is considered as a correspondence between the relations between teachers and students and moral and humanistic positions in the ordinary, general pedagogical consciousness. Humanism, or humanism, in communication with students distinguishes the classics of pedagogical training – Zh.Zh.Rousseau, L.V.Tolstoy, M.Montessori, I.Altynsarin, etc., as well as modern well-known scientists-teachers, teachers-innovators-in cooperation with the so-called pedagogy.

The transition to a new personal paradigm is a priority direction of modern education and pedagogical consciousness of society at the end of the twentieth century. There is reason to believe that the paradigm of education and enlightenment, which has dominated education for centuries, has exhausted its possibilities.

First, there is not enough consciousness to create a volume of knowledge, even the most universal direction.

Secondly, it turns out that educational activities are not carried out in full, saturating a person with knowledge.

To increase the teacher's competitiveness in personality-oriented learning, it is necessary to transform the traditional learning process-the competence of choosing the main role and the learning process-into learning, the main center of which is located in the student. It should be noted that this happens only with the participation of all responsible employees in all areas of the education system: [6]

- The education authorities and specialists responsible for the education system should make changes so that the main emphasis in the field of education is placed on the student.

- In order to apply personality-oriented learning, it is necessary that teachers have a sufficient level of knowledge .

- teacher should be to encourage students to work actively and be active and make own methods within the framework of the technology of personality-oriented learning [3].

- Students should be flexible in changing their roles during classes.

- It is necessary to strive to create educational material in accordance with the personality-oriented training. Teachers should learn using student-centered assessment, with proper training, the student knowledge index increases and begins to demonstrate its results [5].

-From various modern means: social networks, IT -technologies, etc. It is important using for the teacher that the students ' enthusiasm is constantly maintained in each lesson [4] .

The aim of the study is to develop personally - oriented teaching methods and techniques used in teaching a foreign language that increase students’ confidence and help them form confident behavior. The use of personally - oriented learning in learning English has a positive effect on the formation of self-confidence, improving academic performance, and increases motivation for a foreign language in general.

The way to achieve this consists of the following tasks::

1. Research on the theory of personality-oriented learning in the process of teaching a foreign language, collecting the necessary knowledge and information.

2. Identify the features of the teaching method during the lesson.

3. Analysis of the results and passage of foreign language lessons with personally-oriented learning in independent practice.

**Materials and methods**

In order to analyze the tasks assigned to the teacher in teaching the English language in a person-oriented manner, we used a quantitative method. We have developed a questionnaire with a closed form question: representing alternative questions ( one answer is chosen ). The survey was conducted on anonymously.

The questionnaire involved 27 students aged between 18 and 40, of which 3 were male, the remaining 24 were female. 48.1 percent of respondents are currently master's degree students, and 51.9 percent are undergraduate students*.(Figure 1)*

*Figure 1. Personal information*

**Results**

This questionnaire was a means of collecting data for the research by Google Forms.

We ask you to mark one of the cells to measure which of the comments below will be perceived at what level. From the measurements:

(1)" I completely disagree",

(2)" I disagree",

(3)" I'm not sure",

(4)" I agree",

(5)" I completely agree".

The following research questions were considered in the questionnaire:

1. Constant study and good knowledge of the individual characteristics of the temperament, behavior, attitudes, tastes and ethical skills of their students*.(Figure 2)*
2. Tracking and awareness of the level of real development of such important personal qualities of a person as the specifics of thinking, curiosity, etc*.(Figure 3)*
3. Identify and eliminate the reasons that hinder the achievement of the goal in a timely manner, and if it is not possible to do this in a timely manner, quickly change the tactics of education in accordance with the new conditions*.(Figure 4)*
4. The more support a person has for their activities*.(Figure 5)*
5. Assistance in choosing goals, methods, and forms of self-education in combination with educational work and self-education of the individual*.(Figure 6)*
6. To develop independent activity, initiative, and effectiveness of students, not to manage them, but to organize and direct activities leading to success*.(Figure 7)*

*Figure 2. Question 1.*

12 respondents completely agree with this task of the teacher, 6 of them agree, 6 answered that they are not sure and 3 respondents do not agree.

*Figure 3. Question2 .*

With second teacher’s task from respondents 10 answered that they are completely agree and 10 answered agree, 1 of them agree, 5 answered that they are disagree and 1 of them answered that he or she completely disagree.

*Figure 4. Question 3.*

12 respondents agree with this task of the teacher.

*Figure 5. Question 4.*

13 respondents answered that they are agree with forth task of teacher on personally-oriented teaching English

*Figure 6. Question 5.*

For this task of teacher 12 respondents answered that they are agree, but 1 person absolutely disagree with it.

*Figure 7. Question 6.*

From all of respondents 11 people answered that they are agree with teacher’s task, but 7 people disagree with it.

**Conclusion**

Analyzing the questionnaire, we can sum up that in personality-oriented learning it has a good effect on the student's personality, motivates him to study the English language and helps the student to become self-confident and become competitive, increases his academic performance, is perfectly reflected in his personal development.

During the control stage of the study, students who were part of the experimental group showed a significant increase in correct answers to the test questions.

As a result of the analysis, it was found that the use of personality-oriented learning in the educational process has a positive effect on the formation of self-confidence, improving academic performance and increases interest in a foreign language in general, contributes to the formation of a strong and self-confident personality.

Recommendations for teachers developed by us they are primarily focused on creating a psychologically safe educational environment that is favorable for the development of the personality of each child, as well as on creating conditions for the manifestation of intellectual and creative abilities of children.

The theoretical significance of the study is to identify the pedagogical conditions for the formation of confident and decent behavior of students in the general educational process.

The practical significance of this study lies in the fact that the results developed in the course of this research guidelines for the organization of training can be used in the process of teaching English.

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**ЛИЧНОСТЬ УЧИТЕЛЯ В ЛИЧНОСТНО-ОРИЕНТИРОВАННОМ ПОДХОДЕ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА**

**Аннотация**

 *Основная проблема:* Влияние глобализации в современном мировом процессе оказывает свое влияние на развитие личности. Проблема развития и становления каждой личности является одним из важнейших факторов социума, культуры и экономики страны. Для «конкурентоспособного Казахстана» важно, чтобы каждый гражданин страны, каждая личность, каждый ученик были конкурентоспособными. В целях повышения конкурентоспособности в системе образования Республики Казахстан возрастает потребность в технологиях личностно-ориентированного обучения и роль учителя в становлении ученика как личности.

 *Цель исследования* - анализ задач учителя с целью демонстрации эффективности технологии личностно-ориентированного обучения.

*Методы:* Методологическую основу составляет опрос, состоящий из задач учителя. Особое внимание было уделено проблеме личности учителя в условиях личностно-ориентированного обучения. В анкете были проанализированы ответы обучающихся и педагогов в области педагогики в возрасте от 18 до 40 лет. Ответы на анкету отражены на диаграмме и даны дополнительные определения.

В этом эмпирическом исследовании ведение воспитательного процесса с выполнением задач учителем приносит свои плоды.

*Результаты и их значимость:* Анализируя анкету, можем подытожить, что при личностно-ориентированном обучении это хорошо влияет на личность студента, мотивирует его к изучению английского языка и помогает студенту стать уверенным в себе и стать конкурентоспособным, повышает его успеваемость, прекрасно отражается на его личностном развитии.

В результате проведенного анализа было установлено, что использование личностно-ориентированного обучения в учебном процессе положительно влияет на формирование уверенности в себе, улучшает успеваемость и повышает интерес к иностранному языку в целом, способствует формированию сильной и уверенной в себе личности.

Разработанные нами рекомендации для учителей в первую очередь направлены на создание психологически безопасной образовательной среды, благоприятной для развития личности каждого ребенка, а также на создание условий для проявления интеллектуальных и творческих способностей детей.

*Ключевые слова****:*** личностно-ориентированное обучение, личность, преподаватель, задача.

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**ШЕТ ТІЛІН ТҰЛҒАЛЫҚ-БАҒДАРЛЫ ТӘСІЛДЕ ОҚЫТУДАҒЫ МҰҒАЛІМНІҢ ТҰЛҒАСЫ**

**Түйін**

*Негізгі мәселе:* Қазіргі әлемдік үдерістегі жаһандану ықпалы тұлға дамуына өз әсерін тигізуде. Әрбір жеке тұлға дамуы мен қалыптасуы мәселесі елдің әлеуметі, мәдениеті және экономикасының маңызды факторларының бірі. «Бәсекеге қабілетті Қазақстан» үшін елдің әрбір азаматының, әрбір жеке тұлғаның, әр оқушының бәсекеге қабілетті болуы маңызды. Осы орайда, бәсекеге қабілеттілікті арттыру мақсатында Қазақстан Республикасының білім беру жүйесінде жеке тұлғаға бағдарлап оқыту технологияларға қажеттілік артуда. Тұлғаға бағдарлап оқыту технологияларында оқушының жеке тұлға болып қалыптасуына мұғалім атқарар қызмет орасан зор.

*Зерттеудің мақсаты* – жеке тұлғаға бағдарлап оқыту технологиясы тиімділігін көрсету мақсатында мұғалім міндеттерін талдау.

*Зерттеудің әдістемелік негізін* мұғалім міндеттерінен тұратын сауалнама құрайды. Жеке тұлғаға бағдарлап оқыту жағдайында мұғалімнің жеке басының мәселесіне ерекше назар аударылды. Сауалнамада 18 бен 40 жас аралығындағы педагогика саласында білім алушылар мен мұғалімдердің жауаптары талданды. Сауалнама жауаптары диаграммада көрсетіліп, қосымша анықтамалар берілді.

Бұл эмпирикалық зерттеуде мұғалімнің міндеттерін орындай отырып білім беру процессін жүргізуі өз жемісін береді.

*Нәтижелер және олардың маңыздылығы:* Сауалнаманы талдай отырып, жеке тұлғаға бағытталған оқыту арқылы бұл оқушының жеке басына жақсы әсер етеді, оны ағылшын тілін үйренуге итермелейді және оқушыға өзіне сенімді болуға және бәсекеге қабілетті болуға көмектеседі, үлгерімін арттырады және оның жеке дамуына жақсы әсер етеді деп қорытынды жасауға болады.

Жүргізілген ерттеу нәтижесіне қарай, оқу процесінде жеке тұлғаға бағытталған оқытуды қолдану өзіне деген сенімділікті қалыптастыруға оң әсер ететіні және оқу үлгерімін жақсартатыны және жалпы шет тіліне деген қызығушылықты арттыратыны, күшті және өзіне сенімді тұлғаның қалыптасуына ықпал ететіні анықталды.

Біз әзірлеген мұғалімдерге арналған ұсыныстар, ең алдымен, әр баланың жеке басының дамуына қолайлы психологиялық қауіпсіз білім беру ортасын құруға, сондай-ақ балалардың зияткерлік және шығармашылық қабілеттерін көрсетуге жағдай жасауға бағытталған.

*Түйін сөздер:* тұлғаға бағдарлап оқыту, тұлға, мұғалім, міндет.

**Сведения об авторах:**

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