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PERSON-CENTERED APPROACH IN TEACHING ENGLISH AT UNIVERSITY

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Abstract

This article deals with the way of development of the person-centered approach in teaching foreign languages. The education approach is based on the traditions of humanistic pedagogy and the didactic ideas of Carl Rogers. The emphasis in education should be transferred from actual teaching to learning. Many processes that produce these outcomes are considered to be empathic in some way. The method of empathy and person-centered approach are implemented for the first-year students of non-linguistic departments at Kozybaev North Kazakhstan University.

Key words: person-centered approach, empathy, a new generation, education.

ЛИЧНОСТНО-ОРИЕНТИРОВАННЫЙ ПОДХОД В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В УНИВЕРСИТЕТЕ

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Аннотация

В данной статье рассматривается путь развития личностно-ориентированного подхода в обучении иностранным языкам. Подход к образованию основан на традициях гуманистической педагогики и дидактических идеях Карла Роджерса. Акцент в образовании должен быть перенесен с фактического преподавания на обучение. Многие процессы, которые приводят к таким результатам, считаются в некотором роде эмпатическими. Метод эмпатии и личностно-ориентированный подход реализованы для студентов первого курса неязыковых факультетов Северо-Казахстанского университета им. М. Козыбаева.

Ключевые слова: личностно-ориентированный подход, эмпатия, новое поколение, образование.

УНИВЕРСИТЕТТЕ АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ТҰЛҒАҒА БАҒЫТТАЛҒАН ТӘСІЛ

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Аңдатпа

Бұл мақалада шет тілдерін оқытуда жеке тұлғаға бағытталған тәсілдің даму жолы қарастырылады. Білімге деген көзқарас гуманистік педагогика дәстүрлеріне және Карл Роджерстің дидактикалық идеяларына негізделген. Білім берудегі екпін нақты оқытудан оқуға ауыстырылуы тиіс. Осындай нәтижелерге әкелетін көптеген процестер қандай да бір жолмен эмпатикалық болып саналады. Эмпатия әдісі және тұлғаға бағытталған тәсіл Солтүстік Қазақстан университетінің тілдік емес факультеттерінің бірінші курс студенттері үшін жүзеге асырылады. М. Қозыбаев.

Түйінді сөздер: тұлғаға бағытталған тәсіл, эмпатия, жаңа буын, білім.

“The economic transition of modern society is having an effect on higher education. As a result, the pedagogy of technogenic civilization is transforming into “the humanitarian pedagogy of anthropogenic civilization”, which is based on the idea, that “students become subjects of their own development”[1,p.47]. The Person-centered approach has become more significant in the field of education, especially in foreign language teaching.

Education is one of the main opportunities to prepare a new generation to make independent life choices, useful decisions and to take responsibility for their own personal development and problem-solving skills. The education approach is based on the traditions of humanistic pedagogy and the didactic ideas of Carl Rogers. Using this approach, the teacher pays attention to the development of students’ creativity and reflection by following several points:

- 1) forming educational objectives in terms of behaviors and personality;
- 2) motivating students’ emotional and volitional states to encourage intellectual activity’;
- 3) developing an intellectual and emotional environment in the classroom with psychological support;
- 4) forming students’ behavior depending on situations and events.

Carl Rogers emphasizes the role of the teacher as a facilitator in the learning process. Rogers highlights that both assistance and stimulation of the learning process are significant for students. “We cannot teach another person directly; we can only facilitate his learning” [2].

According to Rogers, there are three main characteristics of the facilitator:

- Realness/Congruence.” This means that the teacher is being himself.” The teacher has to be a real person with their own feelings. They should be more than just a formal teacher;
- Prizing, acceptance, trust. This refers to teacher’s caring about the student and accepting their feelings.
- Empathy. This means” being able to walk in others’ shoes” [3, p. 1-18]. A teacher should understand student’s perception of the process of learning and their reactions to it. The focus here is on understanding, not judging or evaluating.

If all the mentioned conditions are satisfied, students get good results. Emotions are important as well.

Emotion and empathy have been studied in isolation from each other. Theories of emotion and theories of empathy are different from explanations of personal emotions.

The term empathy is used haphazardly to refer to different phenomena that are related to the sharing of emotions, which has led one prominent empathy researcher to suggest abandoning the term altogether.

One of the problems with defining empathy is that it has at least three valued outcomes: caring for others, understanding others, and validating others’ emotions. Many processes that produce these outcomes are considered to be empathic in some way.

During the 20th century Martin L. Hoffman summarized the psychological research of empathy.

His theory has provided the holistic view of empathy. Hoffman focuses on empathic distress in his writing. His theory of moral development includes five mechanisms of distress. They are:

1. Mimicry;
2. classical conditioning;
3. direct association;

4. mediated association;
5. role-taking.

In Hoffman's first three mechanisms: mimicry, classical conditioning, and direct association, the observer perceives the target's emotional experience directly. [4].

The method of empathy and person-centered approach are implemented when dividing the first-year students of non-linguistic departments into groups for English lessons at Kozybaev North Kazakhstan University.

There are many benefits of getting students to work in groups. To optimize the result of students' learning they are divided into groups of 3 people or pairs, using an empathy approach. For instance, students name their favourite seasons and explain their choice. The teacher then divides students into pairs or groups according to students' choice (winter, spring, summer and autumn).

The person-centered approach was especially significant during distant learning due to the pandemic of 2020.

Students have been developing a sense of responsibility during distant learning. The aim of productive distant learning for students is to manage their own learning despite the technical issues and lack of time. This difficulty was also experienced by teachers.

The guiding principles were:

- providing a facilitative learning environment;
- providing learning resources;
- trusting others and being empathetic;
- developing students' own programme of learning according to the main curriculum;
- cooperating with others, exploring own interests and choices for learning, self-discipline and setting students' own goals.

The didactic ideas of Carl Rogers and his person –centered concept of education are implemented in the English language teaching at University. Students are engaged in creative action involving the main participants as equal partners. The purpose of the person –centered approach is to protect and promote a person's innate creative capacities for learning from experience, promote the individual by focusing on their personal growth, and develop them into creative and competent members of society who can contribute effectively to their community.

The role of the student –centered teacher is to provide professional commitment to learning, create an effective, democratic and value-based education, and share their passion about learning while relating to the students with respect, empathy and congruence. As a result, students are more engaged in solving educational problems, show higher levels of cognitive functioning, and interact more with the teacher and each other.

Teaching with the person-centered approach requires a small number of students in groups of 10-15 people so, that the teacher can use different types of group work. Students whose teachers are facilitators' exhibit higher self-esteem, demonstrate higher academic achievement in all disciplines, and cause fewer problems for the teacher in the classroom. The emphasis in education should be transferred from actual teaching to learning. Teaching is not the transmission of information - it enables the process of meaningful learning.

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