

**EFFECTIVELY ENGAGING TEXT AS A BASIC UNIT OF COMMUNICATION IN EFL
IN LEARNER CENTERED CLASSROOM**

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In the modern world, the importance of education is increasing as the most important factor in the formation of a new quality. A foreign language today is not just a part of the culture of a certain nation, but it is also the key to success, the young learners' future successful career. Achieving a high level of proficiency in a foreign language is impossible without fundamental language training in education system. It is important for the teacher to know the latest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally choose one or another teaching method in accordance with the level of knowledge, needs and interests of learners.

Engaging texts for EFL teaching can be considered as a form of speech actualization of linguistic units, as a structural-semantic integrity; allow recreating the integration of meaning in the production and perception of the text, and as a basis for the formation of related skills in receptive reading and reproductive types of speech activity. Learners "pass through the text" they learn to pass through themselves, texts, since communication skills when working with engaged text are formed under the condition of reflection, because the carrier of any installation is a centered-learner (creating it and perceiving it).

The basic principle of learner-centered learning by using effectively engaging text: the pupils should be in the center of learning, the activity of knowledge, not teaching. In class, most of the time should be practiced by pupils, not a teacher. At present, pedagogy is intensively searching for a rational organization of the educational process that would stimulate the development of the interests of pupils by working on different engaged text activities which includes integrated skills and help pupils to immerse in it totally.

According to I.R.Galperin, "*The engaged text in learner centered classroom - is a work that has a specific focus and pragmatic installation*". The definition of a text can connect with the completion of the minimal act of communication, the transfer of information or the exchange of thoughts between partners, this is a concept, then a mental formation, which in linguistic literature is called the integrity of the text [1, p.18].

The text as a stimulator of motivation is defined as a "*means of verbal communication*", as a communicative unit that implements the author's intention, speech work communicatively oriented within a certain sphere of communication. Recognition of the text as a motivation for language learning the main communicative unit and, as a result, appeal to it in order to comprehend the language in communication expands the horizon of linguistic research itself to the limits of verbal and cogitative² activity. The text in learner centered lessons is represented as a "*direct manifestation of thought*" which can be used effectively to motivate learners to improve communication skills and its functional essence is determined by its role as an instrument of social interaction between people [2, p.44]. Reflection of communication in learner-centered classes can be manifested in the creation of their texts (essays), the recycling of texts (presentation), the interpretation of texts. Communication is a complex process of interaction between learners, consisting in the exchange of information as well as in the perception and understanding of each other by partners. Exploring the engaged text as a stimulator of motivation, learners acquire communication skills ability to listen, to express their point of view, come to a compromise decision, argue and defend their position.

Being thus an objectified form of the act of communication, the text assumes the existence of

not only the subject of communication and its author, but also the recipient. It is in the effectively engaged text that there is one time:

- And the author of the message (his socio-cultural environment, his experience, attitude to the world, etc.);
- And the message itself;
- And the addressee (the recipient of the message in his personality-activity manifestation, such as interpretation).

In teaching foreign languages of learner-oriented lessons by using motivational texts, searching for text with the appropriate language level it is very important. Learner-centered content is the main source in various concepts and methods in teaching and learning English as a foreign language. For instance, choosing appropriate materials for teaching is significant strategy, which can be used to produce learners' motivation as the main part of teaching motivational practice [3, p.97].

Designing learner-centered content can take on special form:

➤ the installation of prevailing speech activities so that it contains the topic selected by the learners to advance a six-week project around object, especially important for a group of learners. This section covers methods, ideas and samples for the design of the centered-learner content. Majority of these principles are taken from literature encircling projects and project-aimed learning but this is correspondingly true when classroom activities design: According to Harmer, The difference among a complete project and speaking or writing activities mostly exist large-scale [4, p.206].

➤ Choosing engaging texts and designing content-based on a topic, that learners are interested in. This interest may be based on learners' interest or teachers' initiation actively trying to peak students' curiosity. The most common means of it is to find out about the learners' interests to ask them: homework can be shown in the examples of the three items that they find interesting during the learning process (from newspaper articles to a new couple coaches on the avenue from the institution they taking into account participation), or for the dividing of learners into groups during the lesson, you can offer three interesting topics.

➤ Choosing engaging texts and designing content teachers should emphasize such important factors about which learners mightn't be informed: for instance approaching events, a possible project or technological innovation or challenge that language learners could communicate with. Even though it is predictable that not all submissions will "hook" centered-learners, these offers can inform the teacher to get information about his learners. If they were entered at the end of the week or class, students can elect on what they desired to learn more about the next class meeting, consequently additional raising the level of interest and expectancy.

Selevko suggests that the learner-centered content in education is designed to help a learner to build his own personality, determine his own personal position in life: choose meaningful values for himself, master a certain knowledge system, reveal the range of scientific and life problems of interest, master the ways to solve them, discover the reflective world of his own and learn to manage it.

The criteria for effective organization of learner-centered content are the parameters of personal development. Thus, summarizing the above, it is possible to give such a definition of student-centered learning.

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