STUDENT-CENTERED APPROACH TO BUSINESS ENGLISH TEACHING AS A STRATEGY FOR ENHANCING STUDENTS' LEARNING OUTCOMES

СТУДЕНТОЦЕНТРОВАНИЙ ПІДХІД ДО ВИКЛАДАННЯ ДІЛОВОЇ АНГЛІЙСЬКОЇ МОВИ ЯК СТРАТЕГІЯ ПОКРАЩЕННЯ НАВЧАЛЬНИХ РЕЗУЛЬТАТІВ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Konoplianyk L.M.,
PhD, Associate Professor,
Associate Professor at the Foreign Languages and Translation Department
National Aviation University

Melnyk N.I.,
DrS, Associate Professor,
Acting Dean of the Faculty of Linguistics and Social Communications
National Aviation University

Pylypchuk M.L.,
PhD, Associate Professor,
Associate Professor at the English Philology and Translation Department
National Aviation University

The article analyzes the organization of a student-centered approach to teaching business English in higher education institutions as an effective strategy for improving students' learning outcomes. This approach meets the needs of modern society, which requires competent, creative and proactive professionals with a strong personality. The article discusses the basic principles and methods of the student-centered approach, as well as the advantages and challenges of implementing this strategy in teaching business English. The study focuses on the relationship between a student-centered approach to teaching and improved academic performance, increased motivation and critical thinking of students. Despite the fact that student-centered learning is not a new concept in pedagogical theory and practice, its integration into language teaching has demonstrated an important impact on the in-depth learning of academic material and the stimulation of students' self-development. Within the framework of the student-centered learning, the educational process shifts the emphasis from teaching to learning, where the student becomes a central figure who acts as a full participant in educational activities and is actively involved in the activities of the higher education institution. The authors also discuss the special features of organizing education in the context of war and post-pandemic, which require the adaptation of educational strategies to new challenges. In addition, the study examines how student-centered learning contributes to the implementation of the Sustainable Development Goals, including Goal 4 (quality education), Goal 8 (decent work and economic growth) and Goal 10 (reduced inequalities). The results of the study are of practical importance for the further development of research on the student educational environment and for the implementation of measures aimed at improving the quality of educational services provided to higher education students.
Key words: *student-centered approach, business English, sustainable development goals, higher education, quality education, learning outcomes, individual educational trajectory.*

У статті проаналізовано організацію студентоцентрованого підходу до навчання ділової англійської мови в закладах вищої освіти як ефективної стратегії для підвищення навчальних результатів здобувачів вищої освіти. Такий підхід відповідає потребам сучасного суспільства, яке потребує компетентних, креативних та ініціативних фахівців із вираженою індивідуальністю. Розглядаються основні принципи та методи студентоцентрованого підходу, а також переваги та виклики впровадження цієї стратегії у викладанні ділової англійської мови. Дослідження акцентує увагу на взаємозв'язку між студентоцентрованим підходом до викладання та підвищенням академічної успішності, зростанням мотивації та критичного мислення здобувачів. Незважаючи на те, що студентоцентроване навчання не є новим підходом у педагогічній теорії та практиці, його інтеграція у викладання мови продемонструвала важливий вплив на поглиблене засвоєння навчального матеріалу та стимулювання саморозвитку здобувачів вищої освіти. У рамках студентоцентрованого підходу освітній процес зміщує акценти з викладання на навчання, де здобувач вищої освіти стає центральною фігурою, яка діє як повноправний учасник освітньої діяльності та активно залучається до діяльності закладу вищої освіти. Автори також обговорюють особливості організації навчання в умовах війни та постпандемії, що вимагають адаптації освітніх стратегій до нових викликів. Крім того, у дослідженні розглядається, як студентоцентроване навчання ділової англійської мови сприяє реалізації Цілей сталого розвитку, зокрема Цілі 4 (якісна освіта). Цілі 8 (гідна праця та економічне зростання) та Цілі 10 (скорочення нерівності). Отримані результати дослідження мають значення для подальшого розвитку досліджень студентського освітнього середовища та для реалізації заходів, спрямованих на підвищення якості освітніх послуг, що надаються здобувачам вищої освіти.
Ключові слова: *студентоцентрований підхід, ділова англійська мова, цілі сталого розвитку, вища освіта, якісна освіта, навчальні результати, індивідуальна освітня траєкторія.*

Problem statement. Higher education is aimed at developing the skills that students need to be successful in their professional careers in the context of globalization and rapid changes in the labor market. The reform of higher education in Ukraine has resulted in forming the concept of student-centered learning, designed to develop a competent and competitive professional. The student-centered learning represents a vital approach in modern higher education as it involves active participation of students in the learning process, adaptation of teaching methods to the individual needs and interests of students, and stimulation of their autonomy in learning. In student-centered learning, the students' autonomy is expanded, encouraging their self-organization, development of leadership potential, and critical thinking [12, p. 127]. In addition, focusing on students' needs and interests, this approach serves as an effective strategy for improving learning outcomes and can significantly enhance the mastery of language skills.

In the context of war and post-pandemic conditions, student-centered learning faces new challenges that require flexibility and adaptability. The

COVID-19 pandemic demonstrated the necessity for a swift transition to distance and online learning and the integration of digital technologies. In wartime conditions in Ukraine, there is an increased demand for creating a safe learning environment, providing psychological support for students and educators, and adopting flexible approaches to organizing the educational process. Therefore, there is a growing interest in student-centered learning as an effective strategy to improve the quality of education and student learning outcomes, especially in times of uncertainty and change.

Individual educational trajectories, especially in wartime conditions and during times of post-pandemic recovery, enable the consideration of students' specific needs, especially for those with limited access to resources or who are experiencing stress. The use of online platforms, blended learning models, the creation of a supportive learning environment, and access to e-learning materials facilitates the continuity of learning and maintains the quality of education even in crises.

Learning business English is a crucial aspect of professional training, as it provides students with the essential language and communication skills to work in an international environment. Current educational trends emphasize the necessity of adapting teaching methods to align with students' needs and interests. In addition, the 2030 Sustainable Development Goals adopted by the United Nations set a task for educational institutions to promote the development of competencies necessary to solve global issues, including quality education (Goal 4), decent work and economic growth (Goal 8) and reduced inequalities (Goal 10).

Recent research and publications. The issue of student-centered learning is a relevant area of research in higher education. Among the scholars who have investigated the theoretical and applied aspects of this approach are J. Dewey, V. Andriushchenko, O. Biliakovska, K. Binitska, O. Zablotska, I. Ziaziun, I. Nikolaieva, P. Baum, Yu. Rashkevych and others. Their studies focus on developing humanistic ideas and the role of human-centeredness as the basis of student-centered learning.

The issue of student-centered learning has been also investigated by such Ukrainian researchers as A. Melnychenko, H. Shevchuk, Yu. Rashkevych, M. Boiko, L. Riabovol, O. Sharov, I. Diduk, L. Gula, A. Semenkova, Yu. Soroka, N. Sosnytska, S. Hlikman, Yu. Fedorchenko, Z. Udych, I. Shulha, L. Mironova, etc. This approach is defined as an educational process wherein both the student and the teacher serve as the subjects of the educational process, and its goal is to shape the student's personality in alignment with their value orientations [1].

In her study, M. Boiko reveals the importance of student-centeredness for quality management in modern higher education institutions, emphasizing the importance of adapting the educational process to students' needs [2].

Yu. Fedorcheko indicates that student-centered learning is a process of qualitative transformation of the educational environment aimed at expanding students' autonomy and critical thinking skills, necessitating innovative approaches to curriculum design, teaching, and teaching methods [11].

N. Sosnytska N. and S. Hlikman give a theoretical justification for using a student-centered approach to vocational education in the context of sustainable development of society [8].

The use of the student-centered approach is also studied by researchers in terms of the professional training of specialists in various fields (M. Boiko, N. Kushnarenko, O. Spirin, K. Osadcha, N. Kunanets, O. Martynchuk, O. Popova, I. Sydoruk, A. Solianyk, O. Pestsova-Svitalko, O. Yermolenko and others.

Highlighting previously unresolved aspects within the overall problem. The literature review has demonstrated that the student-centered approach is an important tool for quality training and democratization of the educational process that meets the modern requirements of society and the legislation of Ukraine on higher education. Although the peculiarities and problems of student-centeredness have been studied, in practice, the "teacher-student" vertical remains widespread in higher education institutions, which requires further research. In addition, Yu. Soroka points out the contradictions between modern requirements for the quality of education and the existing level of training of future professionals [6]. Consequently, the relevance and importance of this issue require further study and systematization.

The **objective** of this article is to study the peculiarities of implementing student-centered learning of business English in the context of modern challenges for higher education, determine the basic principles and requirements of student-centeredness as an approach to the organization of the educational process and to assess its effectiveness as a strategy for enhancing students' learning outcomes.

Main part. In today's dynamic society, there is a growing demand for proactive, creative, and self-reliant professionals able to adapt to rapidly changing conditions. Therefore, one of the key roles of higher education institutions is to train professionals capable of self-development and involvement in innovative activities. Achieving this goal requires a shift from traditional teaching methods to an innovative approach that transforms students from passive recipients of knowledge into active creators. This approach encourages critical thinking, initiative, problem-solving skills, and adaptability [3, p. 158].

In the context of war and post-pandemic challenges, the digitization of education has further influenced the development of a student-centered

approach, which meets modern society's need for competent, creative, and proactive professionals. The ideas of student-centeredness have become the basis for designing a learning environment that supports self-development, self-organization and professional growth and creativity, especially through conscious choice-making [10, p. 152].

The terms "student-centered learning" and "student-centered approach" emerged in the modern Ukrainian educational context with the adoption of the Bologna reforms although the concept itself originated in Western pedagogy in the twentieth century [4, p. 86].

This approach is now a core principle of the Bologna reforms in higher education, emphasizing students' active engagement in acquiring competencies and taking responsibility for learning outcomes. It involves the transition from monologue-based teaching to collaborative learning between the teacher and the student, where priority is given to the integration of knowledge, understanding and skills to develop generic and professional competencies. This approach stimulates the development of methodological, organizational and technological support, transforming the role of the teacher. Student-centered learning does not contradict the fundamentality and universality of higher education, but, on the contrary, involves the empowerment of students, and the development of new approaches to learning that reflect the competence approach in practice [8, p. 379].

Student-centered learning is a process of an effective transformation of the educational environment for students aiming to increase their autonomy and critical thinking skills based on a performance-based approach, which implies new approaches to curriculum development, teaching, and learning. Thus, it can be argued that a student-centered approach to learning emphasizes critical and analytical learning and understanding, increases student responsibility and accountability, and expands student autonomy [3, p. 158]. This approach encompasses teaching methods that shift the focus from the teacher to the student while emphasizing respect and attentiveness to diverse students' backgrounds and needs [2, p. 44].

The student-centered approach represents a transformative shift from traditional teaching to active learning, positioning students as central participants in the educational process. Within a student-centered approach, students become active participants in the educational process, and the teacher acts as a partner and mentor, creating an environment conducive to active learning, self-growth and self-development. The teacher's role is to support and work alongside students to help them achieve their academic and personal objectives. But in this model, students not only become active agents in their learning but are also engaged in managing both university operations and

their professional training. A primary focus is placed on the university's responsibility to offer educational pathways according to students' interests, equipping them with professional expertise, relevant practical skills, and essential social competencies [2, p. 42]. This approach is facilitated by embedding flexibility within the learning process, enabling responsive modifications to curricula and educational content that reflect students' evolving interests and the need for contemporary educational relevance.

The realization of student-centeredness should be the maximum approximation of education, students' training and upbringing to their individual abilities and life plans. To achieve the maximum efficiency of this process, learning should be based on the principles of awareness, active participation, subjectivity and synergy [8, p. 379].

It is beneficial to enable students to take control of their learning by allowing them to voice their opinions on educational quality through websites, online platforms, and questionnaires. Students should be empowered to contribute suggestions for organizing independent work and the educational process. In the classroom, teachers can engage students through interactive learning technologies, gradually guiding them toward independent work and objective self-assessment. Additionally, students should be encouraged to use digital tools, such as electronic devices, e-books and web resources [3, p. 160].

In Ukraine's Higher Education Development Strategy for 2022–2032, strategic goal 5, "Attractiveness of Higher Education Institutions for Study and Academic Careers," emphasizes implementing student-centered learning principles as a foundation for organizing the educational process. This approach, along with digitalization, innovative technologies, and diverse educational formats, aims to enhance the quality of higher education [9, p. 24]. The strategy addresses issues such as the limited appeal of higher education resulting from students' uncertainty that their educational needs will be met or that their education will facilitate employment in their field. This challenge is related to students' ability to create their individual educational trajectory, which includes selecting academic disciplines and encouraging collaborative relationships among all participants in the educational process [12, p. 128].

Although today's higher education system is becoming more student-centered, it requires new tools to ensure transparency and recognition. The use of a student-centered approach facilitates the development of distance and blended learning models and the process of recognizing prior learning, which provides the necessary flexibility for lifelong learning.

Student-centeredness implies the need to form an intrinsic motivation for learning, and students' interest in acquiring in-depth knowledge and useful skills. The greatest impact of these processes is

the reorientation of education from informational to educational and developmental processes and technologies with the use of various teaching forms and methods [10, p. 153].

Student-centered learning focuses on students' ability to reflect and act independently. Key characteristics of this approach include:

• acknowledging individual differences among students while planning and personalizing learning processes;

• using diverse educational methods and adapting them to specific learning contexts;

• promoting teacher awareness of their adaptive role in various learning environments;

• assuming mutual respect and open dialogue between teachers and students; and empowering students to engage actively in their learning [13].

As mentioned earlier, student-centered learning is a pedagogical approach that focuses on students' needs, interests, and activities. Students take an active part in learning, set goals, choose strategies to achieve them and evaluate their progress and achievements. This includes adapting learning materials and methods to the individual needs of students, which promotes their active participation and independence. In teaching business English, this approach focuses on using interactive teaching methods such as role-playing, project-based learning, and group work as well as using authentic materials that reflect real-life professional situations. This approach allows students to develop not only language their skills but also intercultural, critical thinking, and analytical skills necessary for professional activities in an international environment.

Teaching Business English requires taking into account the specifics of the subject area and the needs of the labor market. A student-centered approach in this context involves *adapting the course content* to students' needs and professional interests as well as the requirements of the modern labor market; *engaging students* in practical tasks that simulate real-life work scenarios, such as writing reports and business correspondence, giving presentations, networking, and participating in negotiations; *applying interactive teaching methods* (case studies, role plays, simulations) that allow students to practice English in the context of their professional activities; and *organizing individualized learning* by creating opportunities for students to work on assignments that match their interests and career goals.

This relates to the following basic **principles** of student-centered learning:

Active learning. The student-centered approach uses various tools and methods that promote active learning and meet students' needs and interests. At the same time, students must be able to clearly express their educational needs and act to achieve defined outcomes. The use of interactive learning methods, such as discussions, group work, group projects, case studies, and situational tasks contribute to the active educational activities of students and the development of competencies that meet the requirements of the modern labor market, including communication and interaction, teamwork, leadership development, etc.

A set of methods and strategies can be used to effectively organize student-centered learning of business English. The most relevant are project-based learning, during which students work on projects that allow them to apply knowledge in practice and develop critical thinking; group work and collaboration, which promotes the development of communication and teamwork skills; use of modern interactive technologies (e.g. online platforms, multimedia resources) to create a dynamic learning environment.

For instance, while teaching Business English, a teacher can organize business simulations where students work in groups to discuss real business cases, negotiate, or create a startup development plan. Interactive exercises, such as role-plays or circle discussions on relevant business topics, help students apply English in a context close to a real-life work environment.

Personalization of learning means taking into account students' interests and needs to create a more relevant and motivating learning environment. Personalization is an important component of a student-centered approach, as it allows the teacher to tailor course content to these needs and interests. To do this, students can be involved in choosing topics or assignment formats that match their future professional interests. For instance, when studying the topic "Negotiations", they can be offered to choose cases from different business areas, which will allow them to develop the skills necessary in their specialization.

Student autonomy involves empowering students to make decisions about their learning and development. This can include opportunities to research topics relevant to their professional interests or to choose from a variety of tasks that correspond to their career goals. For instance, the teacher might assign an analysis of modern markets or companies, where students prepare a report in English and present it in class. Alternatively, students could lead a case study discussion, and design a business proposal for a hypothetical or real-world scenario. This approach stimulates critical thinking and skills in working with large amounts of information and allows students to manage their learning process.

Assessment and feedback. Regular assessment and constructive feedback are essential for enhancing learning outcomes, including discussion of results, so that students can analyze their progress and improve the quality of learning. Following each assignment, students should receive a detailed analysis highlighting their strengths and areas for improvement,

accompanied by recommendations to support their progress. Self-assessment and peer assessment are also effective in promoting critical thinking and the ability to objectively evaluate their own performance and the work of others.

In wartime conditions and during times of digital transformations in education, a flexible learning process has become crucial. The use of online platforms, e-courses, and other digital resources provides students with the opportunity to learn at their own pace and in accordance with their abilities and needs. These tools improve the "teacher – student" collaboration reinforcing student-centered principles in higher education [6].

A student-centered approach to teaching business English improves learning outcomes while developing essential competencies that meet therequirements of today's world. Through active and personalized methods, students have the opportunity to acquire not only academic knowledge but also develop applied skills that will help them adapt to the labor market. Key benefits of this approach include increased motivation and academic performance through student engagement in interactive activities that contribute to effective learning. This approach also promotes the development of critical thinking, communication, and ability to solve problems independently which are valuable soft skills for modern professionals.

Furthermore, a student-centered approach to teaching business English not only improves the quality and relevance of education, but also integrates with broader global goals, ensuring sustainable development in the context of education, work, and social equality. This approach to learning is closely related to the UN's 2030 Sustainable Development Goals. For example, **quality education** (Goal 4) is supported through an individual learning trajectory that ensures access to education even in times of crisis, such as war or post-pandemic restrictions. The use of digital technologies and adaptive methods in this context contributes to creating a flexible learning environment that meets the challenges of our time. **Decent work and economic growth** (Goal 8) can be achieved through the development of competitive graduates with practical knowledge and soft skills for effective work. This, in turn, contributes to economic growth and recovery from crisis periods. Also, student-centered learning contributes to **reducing** educational **inequality** by providing access to flexible educational opportunities for all students (Goal 10).

Despite its many advantages, the implementation of student-centered learning may be accompanied by certain challenges, including the need for additional resources (such as new teaching materials and methods) and teacher training, as well as understanding and adapting to the diverse needs of students in larger groups. To overcome these challenges, it is recommended to organize training for teachers to teach new methods and approach strategies to effectively implement student-centered learning. Additionally, using modern digital technologies and models of blended learning can help create flexible and adaptive learning environments that support individualized approaches and streamline the management of the learning process.

Conclusions. A student-centered approach to teaching business English is an effective strategy for improving students' learning outcomes. It shifts the focus from teaching to active learning, placing students at the center of the educational process. By focusing on interactive, personalized, and real-world relevant methodologies, this model adapts learning to students' needs, boosting motivation, engagement, and essential soft skills like critical thinking and teamwork. Moreover, it supports global goals such as quality education and economic growth by creating a flexible, sustainable, and accessible learning environment.

However, effective implementation requires investments in teacher training, technology, and curriculum adaptation to meet diverse student needs, ensure long-term benefits and resilience in higher education. The successful implementation of this approach requires efforts from teachers to face existing challenges and fully realize its potential in higher education.

Further research could be aimed at identifying more acceptable forms and methods of interaction between students and teachers on digital educational platforms to improve the quality of education and increase intrinsic motivation to study.

REFERENCES:

1. Бахрушин В. Університет і студент. 2018. URL: http://education-ua.org/ua/articles/1270-universitet-i-student

2. Бойко М.М. Студентоценроване навчання в процесі управління якістю професійної підготовки майбутнього вчителя. *ScienceRise: Pedagogical Education*. 2019. № 4(31). С. 41–45. URL: https://doi.org/10.15587/2519-4984.2019.176797

3. Гула Л. Студентоцентрований підхід до організації самостійної роботи студентів у ЗВО. *Актуальні питання гуманітарних наук.* 2020. Вип 27, Т. 2. С. 157–161. URL: https://doi.org/10.24919/2308-4863.2/27.203545

4. Дідук І. Студентоцентроване навчання як інструмент забезпечення якісної вищої освіти в Україні. *Scientific Collection «InterConf»*. 2023. Вип. 162. С.86–90. URL: https://archive.interconf.center/index.php/conference-proceeding/article/view/4038

5. Заблоцька О.С., Ніколаєва І.М. Студентоцентризм як тренд сучасної освіти. *Наукові записки. Серія: Педагогічні науки*. 2021. Вип. 194. С. 29–33.

6. Сорока Ю. Практикуючи студентоцентровану освіту: діагностичні аспекти студентських очікувань. *Вісник Харківського національного університету імені В. Н. Каразіна. Соціологічні дослідження сучасного суспільства: методологія, теорія, методи*. 2014. № 32. С. 190–194.

7. Сосницька Н., Глікман С. Студентоцентрований підхід до професійної освіти в умовах сталого розвитку суспільства. *Науковий вісник Льотної академії. Серія: Педагогічні науки.* URL: http://ksgn.hol.es/wp-content/uploads/2017/05/Sosnitska.pdf

8. Стратегія розвитку вищої освіти в Україні на 2022-2032 роки: розпорядження Кабінету Міністрів України від 23 лютого 2022 р. № 286-р. URL: https://zakon.rada.gov.ua/laws/show/286-2022-%D1%80#Text

9. Удич З.І., Шульга І.М., Миронова Л.А. Студентоцентричний підхід в умовах цифровізації навчання. *Інноваційна педагогіка.* Вип. 56. Т. 2. 2023. С. 151–154. URL: https://doi.org/10.32782/2663-6085/2023/56.2.33

10. Федорченко Ю. Про природу освітньої програми взагалі. URL: http://education-ua.org/ua/articles/1264-prorozbudovu-sistemi-vnutrishnogo-zabezpechennya-yakosti-vishchoji-osviti

11. Шевчук Г.Й. Студентоцентроване навчання в умовах сучасних освітніх викликів. *Інноваційна педагогіка*. 2023. Вип. 63. Т. 2. С. 127–130. URL: https://doi.org/10.32782/2663-6085/2023/63.2.26

12. Песцова-Світалка О. Роль студентоцентрованого навчання в системі підготовки фахівців економічних спеціальностей. *Економіка та суспільство.* 2021. Вип. 34. С. URL: https://doi.org/10.32782/2524-0072/2021-34-77

13. Warming R., Frydensberg, P. Principal in Own Learning – Student Centred Learning Viewed Through the Eyes of an External Quality Assurance Agency. *EQAF Paper*. 2017. URL: http://bit.ly/2LJ6XFl