

INDIVIDUALIZATION IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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ABSTRACT

The purpose of learning is gaining knowledge and utilize it in every sphere of life. Without any doubt, every learner is individual and focus on data according to his/her learning style. Therefore, educationalists should clarify how to teach students and create special atmosphere for each learner to explain, as well as which methods are the best to be understandable. The article aims to discuss the methods of individualization in the process of teaching a foreign language in domestic and foreign teaching methods.

Keywords: individualization, foreign language, teaching methods, learning styles

INTRODUCTION

Individualization of learning is a relevant research topic in modern methodology, but despite this, it is still not fully understood. E.I. Passov defines individualization as "the correlation of teaching methods with personal (with their leading role), subjective and individual properties of each student". In accordance with the three interrelated types of student properties, there are, respectively, three types of individualization: individual, subjective and personal. Individual properties represent certain natural properties of a person. In practice, individual properties can be summarized by the phrase "ability". Ability, in this context, is understood as a synthesis of innate and acquired processes of individual development. When mastering a foreign language, it can be noted that different students, to varying degrees, are capable of performing different educational actions, in particular - the ability to memorize, phonemic hearing, intonation ability, speech-thinking ability, etc. Subjective individualization is determined by personality traits, which, on the one hand, are determined by natural abilities, and on the other hand, by the productivity of activity, that is, by the ability to work. Productivity depends on the individual style of activity of each person, that is, "an individually unique combination of techniques and methods of activity that ensure its best performance by a given person" With insufficient attention of the teacher to the subject individualization of the student,

there is a high probability that the lesson will not be productive and will be incorrectly organized, this can be attributed both to a lesson in school and to an individual in a non-institutional lesson. Personal individualization affects the area of interest. The importance of taking into account personal individualization in a foreign language lesson can be traced when performing speech tasks.

MATERIALS AND METHODS

If the task is feasible and there is an indication of the method of implementation, the students may not cope with it, since their personal properties were not taken into account. However, the process of individualization of teaching a foreign language should be based on taking into account all three properties of the personality of the student's personality, this is the only way it seems possible to achieve optimal results when mastering a foreign language. According to A.V. Shchepilova, successful mastering of a foreign language depends on the cognitive style of a person in general and linguistic abilities in particular.

"Linguistic (linguistic) abilities is a concept that reflects the potential readiness of a subject for a variety of actions with systems of linguistic symbols.". Language abilities are both a subsystem of cognitive abilities and a fairly independent mechanism at the same time. And foreign language abilities depend on three components: analytical linguistic ability, phonetic sensitivity and memory.

Analytical linguistic is the ability to perform abstract-logical actions with linguistic material, in other words - awareness of the relationship "form-meaning". Phonetic sensitivity - "the ability to analyze incoming sounds, identify them, encode and reproduce the sounds of foreign speech".

A relatively independent component of language ability, phonetic sensitivity is not directly related to students' grammatical ability or memory, but is dependent on genetic factors. Based on this component, students are distinguished with varying degrees of manifestation of phonetic sensitivity. Students with low analytical ability learn a foreign language relying more on memory. The levels of memory development dictate strategies of behavior during communication, the ability to use an accessible vocabulary or the search for other resources.

Based on the components of linguistic giftedness, A.V. Shchepilova identifies 8 profiles of students' linguistic abilities, which are various combinations of these components. Profiles that involve more components a priori can be considered more linguistically gifted. In the foreign methodology, you can also find research related to the study of a foreign language and cognitive abilities.

John Carroll in his writings argues that four special groups of cognitive abilities lie at the heart of the successful acquisition of a foreign language.

1. Phonetic coding ability - the perception of sounds of a foreign language, their "encoding" in long-term memory and reproduction.

2. Grammatical sensitivity is the perception of grammatical relations in a foreign language and understanding of the role of grammar in generating and translating utterances and sentences.

3. Mechanical associative memory (rote associational) is the assimilation of a large number of arbitrary connections between words and their meanings, which must be mastered.

4. Inductive ability (inductive ability) - general cognitive ability, the ability to see and deduce the rules governing the formation of patterns of stimuli.

RESULTS AND DISCUSSION

Individualization for individual learning styles was disclosed by D. Murray and M. Christison in their book *What English language teachers need to know, volume 1: Understanding learning*. According to their theory, individual styles can be divided into 9 types, where style is understood as the preferred ways of perception, processing new information and / or skills :

Table 1

	Title	Description
1.	Field dependent learners	New information must be presented in context. Students may develop a high degree of fluency, but will not want to focus on mistakes.
2.	Field independent learners	Preference for systematic learning. They are often quite diligent, but may have difficulty communicating freely (without careful thought or energy spent in analysis).
3.	Analytic learners	Independence, priority for detail, direct answers and one task at a time
4.	Kinesthetic learners	Prefer muscle movement in the learning process.
5.	Tactile learners	Preference for interacting with objects, such as flash cards
6.	Visual learners	Preference for writing or other visual aids
7.	Auditory learners	Preference for speaking and listening while learning
8.	Global learners	A comprehensive view of learning, able to see relationships and connections, enjoy group work, and perform multiple tasks at the same time
9.	High tolerance of ambiguity	Students who can perceive uncertainty who do not need one correct answer.

Natural component of the student's individualization is reflected in all approaches and includes the phonetic side, memory features and channels. As for personal individualization, affecting the sphere of interests of the student, it can be relatively correlated with the possibility of perception of the uncertainty of the answer by the student, they are included in the sphere of subjective interest. Taking into account all these components is the basis when building an individual training program. This will allow you to select the optimal topics and exercises that will help make the individual lessons as productive as possible.

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