

**THE EFFECTIVENESS OF AN INDIVIDUAL APPROACH IN THE PROCESS OF TEACHING FOREIGN LANGUAGES**

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This article discusses some features of improving the quality of education in teaching foreign languages in universities. The results of the analysis of problems arising in the process of teaching foreign languages are given. Attention is paid to improving the effectiveness of training sessions, through the use of various audio and video materials, with the help of computer technology. The possibilities of the technology of individualized learning, which contributes to increasing the level of foreign language proficiency, are discussed. The main factors on which it is necessary to pay attention to the teacher in the organization of the educational process for teaching a foreign language are proposed.

Keywords: educational process, foreign language, efficiency, computer technologies, audio materials, video materials, creativity.

Introduction

The development of foreign language communicative competence is possible on the basis of a solid base, which is created in the process of developing skills in listening and speaking, which are mainly focused on the first year of teaching a foreign language in the universities of our country. In accordance with the Decree of the President of the Republic of Uzbekistan № PD-5117 “On measures of raising to a qualitatively new level activities to promote the study of foreign languages in the Republic of Uzbekistan” dated May 19, 2021 in order to develop foreign language teaching as a priority direction of educational policy, to radically improve the quality of education in this direction, to attract qualified teachers to the field and increasing the interest of the population in the study of foreign languages, the Agency for the Promotion of the Study of Foreign Languages was created under the Cabinet of Ministers and its main tasks were determined. According to this, the creation of the necessary conditions for the popularization of the study of foreign languages among the population and mastering them to perfection, the coordination of the implementation of internationally recognized programs and textbooks for teaching foreign languages at all stages of education, as well as the development of modern teaching skills among teachers, the organization of teaching foreign languages in demand on the basis of the results of the analysis of the needs of regions, industries and educational institutions in specialists who speak foreign languages are the highest priority in this direction.



At the initial stage of teaching foreign languages, especially English as a foreign language, a number of problems arise. These can include factors ranging from lack of student accountability to lack of computer equipment in classrooms [1;3]. In a number of cases, gaps in the knowledge of teachers and educators extinguish the enthusiasm of the interested youth, and in a number of cases, apathetic students' negative attitude towards learning nullifies the efforts of a qualified teacher. Sometimes the inability of teachers to fully and effectively use computer technology leads to a decrease in the level of their preparation for lessons based on modern approaches. As a result, lessons are conducted in the old fashioned way, and in this case, positive results in student learning cannot be expected.

In many cases, students only try to speak English under the supervision of a teacher. In addition, there are not enough people around students who constantly communicate in English. Such important factors also negatively affect the process of learning English.

Educational materials, especially books, electronic textbooks, audio and video materials are tools that help in the educational process. If the student completes the tasks given on the subject of the language through audio and video materials, he or she will learn to pronounce words and sentences correctly. It should be noted that some students tend to learn a foreign language from films, but the conversations in films contain slang and dialects. Therefore, language learners using this method should be careful. Students often do not take language learning seriously. Problems such as adherence to grammar rules and language barriers prevent students from taking language seriously. In fact, the idea that constructed sentences do not need to be grammatically correct for communication to be intelligible can be both partly true and partly false. Because during a conversation, if a sentence is composed with a constant replacement of grammatical rules, this is detrimental to fluency. Students do not and cannot always follow the rules learned in the training. In addition, in non-philological universities, students treat foreign languages as a secondary subject. Unfortunately, in most cases, students learn the language during practice. After the lessons, they do not try to learn new words by practicing pronunciation and writing essays.

During the lessons, the teacher should require students to communicate in the target language. Only in this case will the level of achievements in learning the language and pronunciation fluency increase. Independent work on oneself, independent problem solving and research serve to a good mastery of any subject. The fact that the student turns to the teacher for every little problem is evidence of the student's dependence. This reduces the student's ability to work on himself. Shy students may not actively participate in the classroom. Therefore, weak students should not be forgotten during discussions and exercises.

The student must be able to use audio and video materials effectively in order to learn the correct pronunciation of sounds and words. The use of watching videos and films in the original is of great importance in the process of teaching foreign languages. This process is based on the principle of visibility, which is one of the main methodological principles. While watching a video, all types of speech activity are involved. Since the information seen and heard by students is remembered several times better compared to textual information [4; 5]. In addition, independent viewing the video materials in a foreign



language, adapted for language learning, partly serves to reinforce the learned material obtained during the lessons. On the other hand, the role of the teacher in teaching English is also important, in which motivation and interest in the lesson should be a top priority. Also, when using various methods of teaching a language, the language skills of students and their level of language proficiency should be taken into account.

There are a number of problems associated with the successful study of foreign languages at a university, one of which is the value attitudes that were formed at school, where a foreign language is often studied as alienated from the real world of students and comes down to mastering certain mechanisms of reading and speaking. At the university, the technology of learning a foreign language is focused primarily on the professional value component and, in connection with this, it becomes necessary to form value-semantic attitudes as an individual readiness of a student to perceive what is acquired in the process of learning a language (or is only offered to learn) as personal value, as readiness, which ensures the sustainable, purposeful nature of the course of educational activities in relation to the foreign language being studied.

It should be noted that in modern pedagogical and methodological research, the concept of a personal-activity approach to learning is widely and comprehensively covered, but its implementation in teaching a foreign language in non-linguistic universities has not been developed enough. Also, the possibilities of individualized learning technology are practically not used as a way to increase the level of foreign language proficiency of poorly performing university students. Mastering a certain level of professional foreign language communicative competence by poorly performing students of non-linguistic universities in the process of teaching a foreign language is of fundamental importance for the full-fledged professional training of future specialists. However, the analysis of the situation reveals the following contradictions:

- between the desire of students to master a foreign language and its ineffective teaching at the university, which reduces the motivation to learn;
- between the requirements of state standards of universities for the level of training in a foreign language and the actual level of training of first-year students and graduates of non-linguistic universities in this subject;
- between the need to ensure an individual approach to each student and the presence in one group of students with different levels of training, a large number of groups, the lack of special technologies that implement the individualization of teaching a foreign language.

The organization of educational activities for teaching a foreign language to poorly performing students in non-linguistic universities is of particular importance in improving the educational process. The effectiveness of educational activities largely depends on how personal individualization is implemented in it, which involves taking into account the context of the student's activities, his or her experience and interests, needs, which can be done based on the provisions of the personality-activity approach to professional education. The purpose of teaching a foreign language in a non-linguistic university is to master students' professional foreign language communicative competence, which is a set of interrelated business and personal qualities of a specialist, professionally oriented



knowledge, skills, activities carried out in a foreign language in situations of professional communication necessary to ensure high-quality, productive professional communication. The formation of professional foreign language communicative competence is impossible without relying on a strong base, i.e. a sufficient level of proficiency in language and speech competencies, which implies the ability of students to understand and express simple thoughts by means of a foreign language in situations of everyday communication, as well as the ability to participate in elementary communication and possession of speech etiquette. Students enrolled in the first year of a non-linguistic university, as a rule, have different experience in learning a foreign language and, accordingly, a different level of training in this subject.

Therefore, in order to improve the effectiveness of teaching, it is necessary to divide them into groups of “beginners” and “prolongers” with the help of testing. This process is necessary to ensure a certain homogeneity of the group. Students of these groups are aware of the need to have a solid foundation for the development of professional foreign language communicative competence on its basis, due to which they experience negative emotions when studying in these groups. On the contrary, such a division provides a comfortable psychological climate and the rational nature of the work.

Among students with a low level of learning in a foreign language, united in one group, there are also differences that suggest individualization and differentiation of learning within it, which can be implemented through the use of individualized learning technologies that allow the student to move along an individual route at an optimal level for him, corresponding to his needs and abilities, at the usual pace, in conditions that ensure his real movement.

Students individually choose the path of learning based on a conscious self-assessment of opportunities, needs, and chains in learning a foreign language. Individualized learning is characterized by the variability of the didactic material and the difference in the final requirements, which is focused on the different abilities of students. The choice of the level of difficulty is subjective and is determined by the specific learning objectives of students, self-esteem, level of aspirations, their experience and individual characteristics, which contributes to the movement of students towards obtaining a full-fledged professional education in a foreign language.

In order to increase the efficiency of using the technology of individualized learning in the organization of the educational process, in which an individual approach, individualization of learning and an individual model of interaction between a teacher and a student are priorities, when teaching a foreign language in weak groups of a non-linguistic university, recommendations have been developed, among which the following can be distinguished:

- recognition by the teacher of any student's choice, change of communication style from authoritarian to partner, stimulation by success;
- ensuring a favorable psychological climate in the educational process;
- the need for regular monitoring of the assimilation of educational materials;
- combination of forms of control;



– creativity in solving various problematic situations that arise in the course of training sessions.

In view of the foregoing, when organizing the educational process for teaching a foreign language, the teacher needs to pay attention to the following factors:

- effectively apply information and communication technologies in training sessions;
- pay attention to the qualitative use of audio and video materials in the presentation of educational material;
- constantly improve the competence of creative thinking and be able to generate ideas;
- effectively apply the technology of an individual approach in weak performing groups.

Thus, in order to develop teaching the foreign languages, to radically improve the quality of education, as well as attracting qualified teachers to the sphere and increasing students' interest in learning foreign languages, it is necessary to pay attention to the professionalism of the teacher, who is required not only to know a foreign language, but also to have practical skills in modern computer technology, as well as creativity in solving problematic situations that can arise during educational process.

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