



INDIVIDUAL APPROACH IN TEACHING FOREIGN LANGUAGES FOR NON- LINGUISTIC SPECIALITIES

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Abstract: *The aim of this article is to highlight the advantages of the use of the individual approach in teaching a foreign language to students of non-linguistic specialties, to draw the examples, directions, according to which this approach is used in the learning process is implemented.*

Key words: *individual approach, communicative competence, linguistic competence.*

INTRODUCTION

Foreign language is considered today not only as a communication tool but primarily as a means of stimulating the process of consciousness. Foreign language knowledge is a compulsory component of the professional training of modern specialists of any profile. Many aspects of the development of linguistic competence depend on the nature, content, and orientation of the future specialist training. Particular attention in this respect is deserved by students of non-linguistic specialties. In accordance with the requirements as a result of the discipline learning the student should be able to communicate orally and in writing in a foreign language on professional and everyday topics, to improve his or her own spoken and written language.

There are students with different mental abilities, different natural skills, and different interests, so one of the urgent problems of foreign language teaching is to teach a foreign language to students with different levels of language knowledge.

One way to solve this problem is to use a differentiated approach in the foreign language teaching of students with different levels of language training.

LITERATURE REVIEW

The set of studies on individual learning styles and strategies that were conducted between the late 1970s and the early 1980s, when researchers and teachers were influenced by cognitive studies, formed the basis of the communicative approach. At that time, they started to pay attention to the individual differences present in their classrooms and the various learning styles that each student presented (Brown, 2001).

These observations prompted efforts to standardize methods for assisting students in creating plans that would enable them to make the most of their unique learning styles and make up for their underdeveloped abilities. Throughout the 1980s, American scholars Michael O'Malley and Anna Chamot focused to examine the methods used by language learners, and their work was significant to this endeavor. The description and arrangement of O'Malley's studies are found in his book *Learning Strategies in Second Language Acquisition* from 1990. Cognitive, affective, and psychological characteristics known as learning styles are "relatively stable indications of how individuals perceive the learning environment, interact with it, and respond to it" (Brown, 2000). As a result, some people absorb and digest new knowledge visually, while others require interaction with the topic. Students of cognitivism contend that since teachers are aware of their pupils' preferred methods of learning, they are better able to devise lessons that will encourage each group of understudies to reach their full potential. Additionally, if students are aware of how they learn, they can build study strategies that fit their learning preferences.

RESEARCH METHODOLOGY

The abilities of students to learn a foreign language are not the same: one language comes easily, others – with great difficulty.

The concept of "individual approach" is defined as an approach to the teaching process, which is expected in line with the differentiation in different types and forms. When it is said "an individual approach to students", this implies the presence of individual requirements for different groups of students in the master of the content of education.

E.E. Unt believes that the following are the main characteristics of students that should be taken into consideration when individualizing learning:

1) Learning ability – the level of mental development of a student, and preconditions for his or her teaching. Learnability includes the generalization of mental activity, the economy of thinking, independence thinking, the flexibility of thinking, semantic memory, and the nature of the connection between visual-figurative and abstract components of thinking [Menchinskaya 2001: 40].

2) Study skills – special abilities (mathematics, physics, language) and giftedness as innate inclinations for the formation abilities.

3) Training consisting of both program and non-program knowledge and skills. Learning differs by program knowledge, subject knowledge, extracurricular knowledge (preliminary).

4) Cognitive interests (with general educational motivation);

5) Health status and nervous system properties (each temperaments appear in different ways) [Unt 1990: 135].

The modern method of teaching foreign languages is focused on the communicative principle, which assumes a wide use of teaching and speech situations in the lesson.

Educational-speech situations – a set of necessary speech and non-speech conditions that are given to the student for the implementation of speech actions in accordance with a certain communicative intention.

However, ESS is an effective incentive to communicate in a foreign language only

if the situation is close to each student. ESS includes the following components to consider:

- motivation and purpose;
- the context of the activity;
- role;
- topic;
- number of students;
- communicative intentions, etc.

Therefore, when selecting and distributing ESS, the teacher needs to take into account the individual characteristics of each student and differentiate the roles, tasks, and subject content of the ESS.

In modern pedagogy, there are a large number of approaches to the creation of individually oriented tasks and exercises in a foreign language. First, when creating such exercises, the teacher must be able to change the exercises in accordance with the level of language training and psychological properties of students.

Secondly, it is necessary to timely eliminate all gaps in the student's speech competence. In addition, when developing individual exercises, it is important to take into account the orientation of the student's personality, interests, needs and attitude toward learning a foreign language. The system of multilevel individual tasks is divided into auxiliary, corrective, and improving ones. All types of exercises are important in teaching, both language material and all types of speech activity (speaking, listening, writing, reading).

CONCLUSION

Thus, the use of an individual approach in the learning process of a foreign language creates opportunities for the development of a creative, purposeful person who is aware of the ultimate goal and objectives of training, to increase activity and enhance the motivation of learning, and forms progressive pedagogical thinking.

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