

FEATURES OF INDIVIDUALIZATION OF FOREIGN LANGUAGE TEACHING AT A NON-LINGUISTIC FIELDS

Alimova Nozima Rajabboevna,

PhD, senior teacher of Languages department, Bukhara Engineering and Technology Institute

Abstract – The article is devoted to the issue of individualization of foreign language teaching in a non-linguistic university. The authors consider the concepts of “individualization”, “differentiation” and “personalization”, where individualization is implemented in a specific subject, personalization is aimed at the entire education system as a whole, and differentiation complements these two principles in the context of a group organization of the learning process. Having analyzed the typology of E.I. Passov, the authors in their study summarized those methods and techniques that correspond to personal and subjective individualization. In addition, a survey of English language teachers was conducted, which showed that teachers are ready to implement the principle of individualization, but they face problems that need to be solved. The article examines these problems in detail and provides corresponding conclusions.

Key words: language education; foreign language; individualization of education; non-linguistic university.

ОСОБЕННОСТИ ИНДИВИДУАЛИЗАЦИИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ НА НЕЯЗЫКОВЫХ СФЕРАХ

Аннотация – Статья посвящена вопросу индивидуализации обучения иностранному языку в неязыковом вузе. Авторы рассматривают понятия «индивидуализация», «дифференциация» и «персонализация», где индивидуализация реализуется в конкретном предмете, персонализация направлена на всю систему образования в целом, а дифференциация дополняет эти два принципа в контексте групповой организации учебного процесса. Проанализировав типологию Е.И. Пасова авторы в своем исследовании обобщили те методы и приемы, которые соответствуют личностной и субъективной индивидуализации. Кроме того, был проведен опрос преподавателей английского языка, который показал, что преподаватели готовы реализовать принцип индивидуализации, но сталкиваются с проблемами, которые необходимо решить. В статье подробно рассмотрены эти проблемы и сделаны соответствующие выводы.

Ключевые слова: языковое образование; иностранный язык; индивидуализация образования; нелингвистический университет.

NOFILOLOGIK SOHALARDA CHET TILI O'QITISHNI INDIVIDUALLASHTIRISH XUSUSIYATLARI

Annotatsiya – Maqola nolingvistik universitetda chet tillarini o'qitishni individuallashtirish masalasiga bag'ishlangan. Mualliflar «individuallashtirish», «differentsiatsiya» va «shaxsiylashtirish» tushunchalarini ko'rib chiqadilar; bunda individuallashtirish ma'lum bir mavzuda amalga oshiriladi, shaxsiylashtirish butun ta'lim tizimiga qaratilgan va differentsiallashtirish ushbu ikki tamoyilni kontekstda to'ldiradi. o'quv jarayonini jamoaviy tashkil etish. E.I.ning tipologiyasini tahlil qilib, Passovning so'zlariga ko'ra, mualliflar o'z tadqiqotlarida shaxsiy va sub'ektiv individuallashtirishga mos keladigan usul va usullarni umumlashtirdilar. Bundan tashqari, ingliz tili o'qituvchilari o'rtasida so'rov o'tkazildi, bu o'qituvchilar individuallashtirish tamoyilini amalga oshirishga tayyorligini ko'rsatdi, ammo ular hal qilinishi kerak bo'lgan muammolarga duch kelishmoqda. Maqolada ushbu muammolar batafsil ko'rib chiqiladi va tegishli xulosalar keltirilgan.

Kalit so'zlar: til ta'limi; xorijiy til; ta'limni individuallashtirish; lingvistik bo'lmagan universitet.

1. Introduction. Based on many studies and personal observations, it can be noted that modern school and university teaching (including foreign languages) is aimed at the “average” student. At the same time, due attention is not paid to the individual characteristics of students, which is why weak students become unsuccessful, and strong ones lose interest in the subject. That is why the issue of an individualized approach becomes relevant, especially when teaching a foreign language - due to the group form of training. Individualization of learning remains a hot topic for scientists and educators, despite the fact

that it has been sufficiently studied.

Many scientists in their works defined the phenomenology of individualization, noted its differences with differentiation, developed technologies and techniques for using individualization in teaching various disciplines. However, despite the sufficient development of the problem, questions remain that require further research.

2. Methods. This article uses problem-chronological, objectivity, structural-systemic analysis methods of conducting research in foreign language teaching.

3. Research results. The issue of using various teaching methods that correspond to an individualized approach in teaching foreign languages is especially acute, due to the special place of the discipline “Foreign Language” among university course subjects. Obstacles to the use of individualization in teaching a foreign language are caused by the following contradictions between:

- individual process of mastering a foreign language and a group form of organizing classes;
- methods and techniques of working in a group and numerous individual characteristics inherent in a particular student;
- the real workload of the teacher and the high labor intensity in implementing the individualization of teaching.

These contradictions lead to the need to further study the possibilities of individualizing foreign language teaching. The strategic goal of education is to create conditions for the self-realization of the individual and the disclosure of his potential, which is impossible without individualizing the learning process. Individualization is a systemic principle that applies to all subjects of university education. Many individualization technologies are of a general didactic nature and can be used in teaching both a foreign language and other disciplines - in high school and at university. Let us take a closer look at some of them.

The inversion method is aimed at searching and finding creative solutions in that part of educational activity, where usually there is only logic and simple memorization, memorization. It is based on regularity and, accordingly, the principle of dualism, dialectical unity and the optimal use of opposing (direct and reverse) procedures of creative thinking: analysis and synthesis; logical and intuitive; static and dynamic characteristics of the research object; external and internal sides of the object; increase or, conversely, decrease in size; concrete and abstract; real and fantastic; separation and unification; convergence (narrowing the search field) and divergence (expanding the search field). If it is not possible to solve a problem from start to finish, then it is recommended to solve it from end to start, but “... the disadvantage of this method is that it requires a fairly high level of creativity, basic knowledge, skills and experience.” When the empathy method is used, the feelings and emotions of the person himself are attributed to the object. Empathy (or personal analogy) in solving a creative problem is understood as the identification of a person with a technical object, process, or some system. With a collective search for original ideas, their number will increase. This method works when there is cohesion in the team.

The synectics method is essentially a combination of previous methods. The first condition here is that the teacher should not give ready-made formulations of creative tasks - this may interfere with the search for original, non-standard solutions. The essence of the second condition is that in this method criticism of other people’s ideas and their quantity is prohibited; on the contrary, the plurality of ideas should be encouraged. The manager needs to control the flow of ideas, be able to correctly and in a simple manner comment on difficult moments, and sometimes give hints. This method helps to increase the efficiency of generating new ideas and allows all students to be involved in the work. An individual approach must be implemented in every lesson. One of the difficult conditions for the successful implementation of individualization is the study of the characteristics of each student and the further organization of educational activities based on the compiled psychological picture of the individual student and the class as a whole. We believe that the successful implementation of individualization will be facilitated by the technology of taking into account and developing a student’s individual style of educational activity (ISUA). This technology was described in detail by N.L. Galeeva and identified several parameters:

Knowledge - the volume and depth of a student’s knowledge on a subject; level of subject knowledge and skills.

- Learning ability - manifests itself as the level of independence in the student’s educational activities.
- Attention - characterizes in the ISUA system the direction and concentration of the student’s consciousness on certain objects.

- Memory is a complex psychophysiological process, because of which a student remembers, preserves, and reproduces information.
- Modality - the preferred, most comfortable channel for receiving information (visual, auditory, kinesthetic).
- Functional asymmetry of the cerebral hemispheres - the ability of one hemisphere of the brain to turn on a fraction of a second earlier than the other, suppressing the function of the other hemisphere.
- Organizational GESA (general educational skills and abilities) - general educational skills and abilities that provide the student with independence of action and optimization of activities in class and when doing homework.
- Communicative GESA - determine the types and forms of participation in collective educational activities of students with different characteristics of the development of the sphere of communication.
- Information GESA - determine for the student the ability to independently search and comprehend information.
- Mental GESA - psychophysiological functions of the brain that underlie the conscious thinking of students.

4. Conclusions.

These parameters are needed so that the teacher can build an individual learning route for each student. We believe that when implementing individualization, the first six parameters play a special role, since they are key when teaching a foreign language. According to N.L. Galeeva, “to identify the level of development of a particular parameter, you can resort to a psychological examination, but the teacher himself can determine the “sinking” parameter by carefully observing the student’s activities.” After passing the test, a student’s educational success matrix is compiled - an open system that can be used in a shortened form, and, if necessary, expanded in educational institutions of various types and with different student populations. N. L. Galeeva’s technology is suitable for implementing individualization. After all, it is taking into account all the parameters of the student that allows you to set goals and objectives for each student as clearly as possible and achieve the highest possible result in the subject. In addition, other subject teachers can use the compiled matrices.

References:

1. Gruzina Y.M., Ponomareva M. A., Firsova I. A., Mel’nichuk M. V. Present-day challenges to an educational system. *European Journal of Contemporary Education*. 2020;(4):773-785.
2. Shchukin A. N. Teaching foreign languages: theory and practice. Textbook for teachers and students. 2nd ed. M.: Philomatis; 2006. 416 p.
3. Klimova I. I., Ganina E. V., Gisin V. B., Melnichuk M. V., Fedorova E. A. Formation of the integral individuality of a first-year student: challenges and prospects. *Humanitarian sciences. Bulletin of the Financial University*. 2017;3(27):72-78.
4. Melnichuk M. V., Alisevich M. V. Problems of forming the intellectual culture of a modern student. *Modern science: current problems of theory and practice. Series: Humanities*. 2015;(5-6):48-51.
5. Kondrakhina N. G., Yuzhakova N. E. Algorithm for applying the communicative approach within the framework of foreign language teaching of students. *Education and law*. 2021;(4):411-415.
6. Kondrakhina N. G., Yuzhakova N. E. Specificity of individualization within the framework of foreign language teaching of students. *The world of science, culture, education*. 2021;3(88):366-368.
7. Skrypnikova N. N. Technology of blended learning: relevance and issues. *Vocational education and the labor market*. 2018;(3):74-78.
8. Belogash M. A., Melnichuk M. V. Cognitive aspects of the development of the information and educational environment in higher education in the era of digitalization. *Russian humanitarian journal*. 2020;(2):123-132.
9. Voskovskaya A. S., Karpova T. A., Melnichuk M. V. Pedagogical conditions for the formation of communicative and professional competence of students of a non-linguistic university in a digital society. M.: KnoRus LLC; 2019. 162 p.
10. Galeeva N. L. One hundred techniques for the educational success of a student in the classroom in elementary school. M.: LLC “5 For Knowledge”; 2008. 128 p.