

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.

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.

Scientists believe 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.

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).

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 on life 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).

It's very obvious for everyone that, English language is universal, widely used and one of the most crucial spoken language in the world. There would be so many debates and discussion among people who speaks well in this language.

Globalization is now beyond the reach of humans, necessitating the acquisition of several additional foreign languages. Currently, studies demonstrate that beginning this process at a young age yields positive results. Foreign the world's leading organization for language teaching, primarily English, pays great attention to this subject in our country as well. A new strategy is being used to establish programs in partnership with universities. Languages, particularly English, are taught to little school-age children in this article. Teaching ideas are noted. But in recent days, various problems appearing in teaching young and school pupils. Children who acquire a second language also learn about other cultures, broaden their understanding of other cultural norms and behaviors, and develop a greater appreciation for variety and other civilizations through this encounter. Growing, future development, and engagement in learning a second language are all influenced by this early experience of studying a second or foreign language.

An setting that is engaging and rich in linguistic diversity is ideally needed for language learning to be effective. Children must therefore be given plenty of chances to actively participate and socialize, just like when they are learning a new language. Research And Discussions As most children studying a second language in a foreign language environment have limited exposure to the language outside of the classroom, this can be quite a difficulty in the foreign language classroom. One method to fix this is to use new technology to improve learning by providing kids with chances to communicate and engage with native speakers. A method that holds promise for teaching and acquiring early language with young children is one that is content- or theme-based. Last but not least, we'll talk about how the two different cultures approach teaching and learning.

Learning A Language. When children are actively engaged, exploring their environment, and engaging with others, they often pick up their first language (L1) As they interact and converse with other people from their culture, they gradually develop not only verbal proficiency, but also the ability to: The language's vocabulary and grammar norms, as well as communicative competence—the standards for using the language correctly in various

sociocultural contexts—are all important. Language and culture are inextricably linked. By the time they are four or five years old, children have typically become proficient communicators in their native language and have assimilated into their specific socio-cultural group. They are picking up the language while also learning how to speak properly to various individuals and in various settings. It is important to note that first language development does not just stop at this stage of development but continues to grow and develop throughout later childhood and adolescence. There are numerous benefits to beginning English instruction early on. Age plays a significant effect in what we teach and how we teach it, as the phrase "teaching English to young learners" suggests, since a young learner class is different from an adult or a native speaker class when it comes to the language learning requirements of the students, the linguistic competences highlighted, and the cognitive skills addressed. Experts believe and anticipate that adding a few more years to the process of learning English, the most significant worldwide language, will help students reach better levels of proficiency in using it. Language experts and educators note that children have less trouble learning a second language the younger they are. Early exposure to English has been shown to improve pupils' understanding of their native language while also allowing them to develop extraordinary skill in their second language. The introduction of English instruction in kindergarten could also help the younger generation have a deeper understanding of other international religions and civilizations. Children transmit their first language and cultural information and past skills to the second language (L2). In the early years of development, it's crucial to keep the emphasis on the "now and now" and use tangible, hands-on activities with a concentration on visual materials and activities that center on personal, concrete experiences. Teachers might expand on concepts and exercises that students are already familiar with and find meaningful. These prior knowledge and abilities include their comprehension of diverse ideas and subject matter, including reading and mathematical ideas. Even though the language and writing systems are very different, as they are in some languages, once a kid learns to read in their first

language, that knowledge and understanding automatically transfers between languages in Chinese and English.

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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