



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

The principle of individualization in foreign language learning

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Abstract: In this article, we have considered in detail the methodological principles underlying these methods in order to understand what modern methods of foreign language teaching are based on. In addition, we talked about the principles of individualization and communicative education.

Keywords: Individual; principles of communicative education; methodology; teaching methods.

In the communicative method, the student is perceived as a person. Each student as a person has certain general and partial abilities. Communicative education is aimed at determining their initial level and further development. For this purpose, special tools are used to determine abilities - special tests and exercises and supports are used for development. Taking into account and developing abilities constitutes individual individualization.

Human development depends on many factors, the leader of which is the joint activity of students in teaching communication. It is planned to develop personal characteristics necessary for effective cooperation of students in the organization of joint activities. Joint classes are organized in such a way that students understand that the success of the common work depends on each of them. The combination of communication with other activities allows learning to be brought closer to real communication, which is not only done for communication, but also serves other activities that are carried out at the same time. a system of tools (notes and special exercises) is provided for formation of necessary skills and competencies, formation of learning ability. subjective individualization.

The third leading component of the principle of individualization is what is called personal individualization. It includes taking into account and using parameters specific to the individual: personal experience, context of activity, interests and inclinations, feelings and emotions, worldview, status in society. All this makes it possible to arouse real communicative and situational motivation in students. To prove this, it is enough to consider two facts:

1) communication in this way is to save life in society.

2) independent learning, taking into account the concept, there is a model of the communication process.

The system of communicative methodology provides a number of measures to maintain motivation in learning. The principle of development of speech and thinking activity and independence of students in learning a foreign language. This is because all tasks at all levels of education are verbal thinking tasks of varying degrees of difficulty and complexity. This method is based on the intellectual needs of students, which encourages the student to think. Speech-



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thinking tasks are designed for the development of thinking mechanisms: the mechanism of orientation in the situation, the evaluation of feedback signals and decision-making, the mechanism of determining the goal, the mechanism of selection, the mechanism of combination and design. It should be noted that the more independent the student is, the more effective the acquisition will be. Therefore, in this technique, much attention is paid to the development of independent thinking, especially in the process of discussing problems. And finally, autonomy related to control. Communicative learning uses a strategy that plans to transform control into self-control through mutual control. For this, both hidden control and conscious acquisition of knowledge about control objects and criteria and their application by students are used.

The principle of functionality in foreign language teaching.

This principle implies that each student should understand not only the practical language skills, but also the cognitive and developmental aspects of using the acquired knowledge. This principle, as well as the functions of the types of speech activity, are mastered as a means of communication, that is, the functions performed by a person in the process of communication are recognized and mastered: reading, writing, speaking, listening.

According to the principle of functionality, the object of assimilation is not the means of speech per se, but the functions performed by the given language. On the functional basis, a model of speech tools to be learned in a foreign language course is created: certain speech tools of different levels are selected to express each of the speech functions. Depending on the purpose of expressing each function, a maximum and a minimum number of means of expression can be proposed. Of course, non-verbal means of expression are also connected here.

The principle of innovation in teaching foreign languages.

Communicative education is built in such a way that all its content and organization are permeated with innovation. Novelty determines the use of texts and exercises that contain new things for students, rejection of repeated reading of the same text and exercises with the same task, variability of texts with different content, but built on the same material. Thus, the novelty ensures the abandonment of arbitrary memorization, develops speech production, heuristics and the productivity of students' speech skills, arouses interest in educational activities.

In conclusion, it should be noted that all the considered principles are interrelated, interrelated and complement each other. Therefore, adherence to the attached system implies compliance with all the above principles and their comprehensive application.

Now let's move on to the methodological principles that are the basis of another modern method of teaching English. Therefore, the main methodological principles of conceptual importance are the following: The principle of consciousness, which provides support to students according to the system of grammatical rules, the work on which is built in the form of work with tables, which is its own in turn is a sign of the following principle. students' communicative learning motivation

The principle of availability is manifested, first of all, in the construction of a training course based on the project methodology, the questions and problems that are important for the student at this stage are considered based on his personal experience, i.e. , it is provided by appropriate processing of the educational material.

The principle of activity in the project methodology is based not only on external activity (active speech activity), but also on internal activity that manifests itself in working on projects,



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developing students' creative potential, and based on previously learned material. The principle of operation plays one of the leading roles in the design methodology.

The principle of communication ensures communication not only with the teacher, but also within groups, during the preparation of projects, as well as with teachers of other groups, if any. The methodology of the project is based on high communication skills, includes students' expression of their thoughts and feelings, active participation in real activities, and personal responsibility for academic success.

The principle of appearance is used primarily in the presentation of material in the form of projects prepared by course characters, i.e. both auditory and contextual visualization are used.

The principle of systematicity is relevant for this methodology not only because all materials are divided into topics and subtopics, but also because the methodology is based on the cyclical organization of the educational process: each of the presented cycles is designed for a certain number of lessons. A separate cycle is considered as a completely independent study period aimed at solving a specific problem in achieving the general goal of mastering the English language. The principle of independence also plays a very important role in the design methodology. To prove this, we need to consider the essence of the concept of "project". A project is a work planned and carried out independently by students, in which oral communication is woven into the intellectual and emotional context of other activities (games, trips, etc.). The novelty of this approach is that students are given the opportunity to design the content of communication themselves from the first lesson. Each project is related to a certain topic and is developed within a certain period of time. Work on the project is combined with the creation of a solid language base. Since work on projects is carried out independently or in a group with other students, we can talk about the principle of independence as one of the main principles.

The principles of design methodology are closely related and very important. This method teaches students to think creatively, to plan their actions independently, perhaps the options for solving the tasks in front of them, and the principles based on it provide an opportunity to learn in accordance with any age group.

Let's move on to the next method of teaching English. this is a powerful technique. What principles underlie it?

The principle of collective interaction is the leading method of activation, the most popular in intensive techniques. It is this principle that connects the goals of education and upbringing, describes the means, methods and conditions of the educational process. For the educational process based on this principle, students actively communicate with others, expand their knowledge, improve their qualifications and skills, develop optimal interaction between them, and team relations that serve as a condition and tool. formation is characteristic. to improve the effectiveness of learning, the success of each student largely depends on the others. Such a system of relations, which is formed in the educational team, reveals and realizes the best aspects of the individual, greatly contributes to the learning and improvement of the individual. This is related to the resulting positive psychological climate and has a great impact on the final result. Group teaching helps to create additional socio-psychological incentives for learning in the individual. In addition, the activation of communication between the participants of the educational process helps to accelerate the exchange of information, the transfer and assimilation of knowledge, and the rapid formation of skills and abilities. From the above, we can conclude that the main means of



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mastering the subject is communication with partners in the group. The principle of person-centered communication is no less important. It is based on the effect, nature, method of communication in the implementation of educational and educational goals. In communication, everyone is both an influencer and an influencer. A particularly important place here is the knowledge of people about each other, which is a necessary condition for communication between people.

Communication is the main feature of collective activity and the activity of an individual in a group. It is also inseparable from the process of cognition. In the context of intensive education, personal role-playing communication in English is not a part of the educational process or a methodological stage of the lesson plan, but the basis for building a learning and cognitive process.

The principle of role-based organization of the educational process is closely related to the previous two. Roles and masks in the group contribute greatly to the management of communication in the classroom. Educational communication in intensive education implies the presence of subjects of constant active communication (all students), who are not limited to simply perceiving and reacting to the message, but also strive to express their own reaction to it, that is, "I am a mask" always shows a personal characteristic. Role-playing is one of the effective means of creating the motivation of students to communicate in foreign languages. The principle of concentration in the organization of educational material and the educational process is not only a qualitative, but also a quantitative characteristic of the intensive method. Concentration is manifested in different aspects: concentration of teaching hours, concentration of teaching material. All this leads to high saturation and density of communication, different forms of work. This makes teachers constantly invent new forms of presenting the material. encourages work in search.

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