



## IMPROVING THE TECHNOLOGY OF INDIVIDUALIZATION OF EDUCATION IN THE TEACHING OF ENGLISH TO STUDENTS

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Article history:	Abstract:
<b>Received:</b> 28 <sup>th</sup> August 2021 <b>Accepted:</b> 26 <sup>th</sup> September 2021 <b>Published:</b> 21 <sup>st</sup> November 2021	The article provides information on the use of new methods in teaching English to students of non-philological disciplines. At the same time, ideas on improving the technology of individualization of education were presented and analyzed using examples.
<b>Keywords:</b> Use Of New Methods, Non-Philological Disciplines, Individualization, Improving The Technology, Foreign Language.	

### I. INTRODUCTION

The clarified essence of the individualization of the teaching process of university students in the course of studying a foreign language is the organization, content and methodology of the educational process at the university, taking into account the individual characteristics of students, the capabilities of teachers and the pedagogical conditions of the learning process at each stage. Taking into account the characteristics of students is complex and allows you to create optimal conditions for the realization of the potential capabilities of each student.

Each study assignment assumes correspondence to the individual abilities and capabilities of students, such as the level of foreign language proficiency, memory ability, communication skills, skills, etc. Assignments help less prepared students to join the group work of the group, and to more prepare ones - to make increased demands. Such an organization of the educational process increases the activity of each student, contributes to the improvement of the process of forming their knowledge, abilities and skills in the course of learning a foreign language.

### II. LITERATURE REVIEW

The content of the individualization of the learning process, which consists in defining the goals and objectives of individualized learning, in the choice of forms and methods of its organization, in identifying patterns, contradictions, principles, techniques and means of implementation, in the development of innovative management technologies, in improving the types of control, in the results of educational activities.

Developed and experimentally tested, a comprehensive target program for improving the individualization of the learning process of university students in the course of learning English, which includes four modules: Globalization, Brands, Travel, Advertising and six video fragments, as well as criteria for assessing the effectiveness of this pedagogical process: motivational, activity-communicative, effective and their specific indicators.

### III. ANALYSIS

Identified and experimentally tested pedagogical conditions for improving the individualization of the teaching process of university students in the course of learning a foreign language: optimization of the structure and content of individualization of the process of teaching students a foreign language; development of individual cognitive independence of students; the use of innovative technologies for the individualization of teaching university students in the course of learning a foreign language.

The theoretical significance of the article lies in determining the general trends in the development of individualized teaching of students in the course of learning a foreign language, the clarified pedagogical essence of the individualization of the process of their teaching a foreign language, as well as the pedagogical conditions for improving learning. In addition, the results obtained in the course of the experimental work on testing the integrated target program and methodological developments on the use of video fragments make it possible to theoretically substantiate the methodology for modeling individual target programs in a foreign language.



These provisions contain a solution to a problem that is essential for the pedagogy of higher education, theory and methodology of higher professional education.

The practical significance of the article lies in the fact that the experimentally proven comprehensive target program for improving the individualization of the learning process of university students in the course of learning English and the developed methodological recommendations that can be used in the educational process of universities; the identified criteria and indicators of the effectiveness of this pedagogical process: need-motivational, activity-communicative and effective make it possible to variably assess the quality of education. Substantiated conditions for improving the individualization of the learning process will help students of various levels of preparedness in mastering a foreign language in accordance with the requirements of the State Educational Standard.

The reliability of the results obtained is ensured by methodological approaches (systemic, activity-oriented, personality-oriented) to the study of individualization issues; the use of the scientific provisions of philosophy, sociology, psychology, pedagogy in this area, the correspondence of the scientific apparatus, the goals and objectives of the research; qualitative and quantitative analysis of research results.

The materials of the article were reported and discussed at meetings of departments, scientific conferences dedicated to the problems of improving the quality of training of specialists and improving the learning process. The research results were introduced in the educational process of the Military University, State University of Management (Moscow). The results of the article were discussed with the teachers who participated in the study, the leadership of departments and universities.

The study made it possible to determine the theoretical foundations of the individualization process in the course of learning a foreign language: the essence of this process is the organization, content and methodology of the educational process at the university, taking into account the individual characteristics of students, the capabilities of teachers and the pedagogical conditions of the learning process at each stage of education. Taking into account the characteristics of students is complex and allows you to create optimal conditions for the realization of the potential capabilities of each student.

#### **IV. DISCUSSION**

Each study assignment assumes correspondence to the individual abilities and capabilities of students, such as the level of foreign

language proficiency, memory ability, communication skills, skills, etc. Assignments help less prepared students to join the group work of the group, and to more prepare ones - to make increased demands.

Such an organization of the educational process increases the activity of each student, contributes to the improvement of the process of forming their knowledge, skills and abilities in the course of learning a foreign language, and its content consists in determining the goals and objectives of individualized learning, in choosing the forms and methods of its organization, identifying patterns, contradictions, principles, techniques and means of implementation, the development of innovative management technologies, improving the types of control, the results of educational activities.

The content of the individualization of the learning process, which consists in defining the goals and objectives of individualized learning, in the choice of forms and methods of its organization, in identifying patterns, contradictions, principles, techniques and means of implementation, in the development of innovative management technologies, in improving the types of control, in the results of educational activities.

The developed target program for improving the individualization of the learning process of students in the course of learning a foreign language has been successfully tested.

Criteria and indicators for assessing the effectiveness of individualization of the process of teaching students a foreign language were used: need-motivational, activity-communicative and effective.

Analysis of the dynamics and results of experimental work made it possible to formulate the basic conditions for improving the optimization of this process in the course of learning a foreign language: first, it is the optimization of its structure and content; secondly, it is an increase in the cognitive independence of students.

It occurs through the formation of the cognitive independence of students in the course of learning a foreign language by strengthening the developmental function of teaching, including the student in the educational and cognitive process, bringing together research and subject-practical activities; thirdly, the use of innovative teaching technologies: computer programs, the Internet, complex target programs, modular-rating construction of programs, various types of testing, role-playing games, videotapes and copyright electronic manuals on DVD.

The stage-by-stage construction of a target program for the individualization of the learning process of university students (preparatory, basic and search-creative), who often miss classes for a good



reason, in the process of achieving goals allows to ensure the necessary level of formation of students' educational activities, to develop the ability to independently set and solve educational problems and apply them in the context of creative learning.

The success of the functioning of the target program of individualized education and the improvement of the quality of training of the future economist are determined by a whole complex of pedagogical conditions and factors, the most important of which is the active-cognitive attitude of students to academic work. It, in turn, will largely depend on the readiness of yesterday's schoolchildren to study under conditions of university independence and self-control. However, any transfer of previously acquired skills and abilities contributes to a more successful mastering of new stereotypes of activity only if there is a certain similarity between them.

Higher education, on the other hand, has a number of significant differences in comparison with school education and is in many ways specific in its methodology. In this regard, not all the skills and abilities of educational work that are mastered at school are applicable in the system of higher education and require correction and improvement. Therefore, the use of the target program with the designated goals and priorities in the first year allows not only solving problems of forming the skills and abilities of university educational work, but also expanding knowledge of the chosen profession, which allows students to adapt to study at a university in the shortest possible time and get involved in an active cognitive process.

The use of role-playing and special games in the lesson is most directly reflected in the quality of students' educational work, its nature and intensity. Games help build professional interest. The former professional interest serves as the basis for successful study at an economic university, for the development of students' cognitive independence, generates internal incentives for educational work, etc. Where there is a passion for one's future profession, the whole process of preparing a future economist proceeds more efficiently.

Important components of the individualized training system are the preparatory faculty, entrant and student courses at different levels in foreign languages, the board of trustees, the main task of which is organizational and didactic support of the educational process of students, monitoring the implementation of the individualized training schedule, providing students with textbooks and teaching aids of integral and control type, audio and video materials and computer programs maximally adapted for self-study.

The decisive condition for the successful individualized teaching of students is the use of the cyclical method, modular-rating and computer learning technologies, with the help of which the educational material is mastered in enlarged blocks (modules) in a short time, while rating control of knowledge is provided, which, through various forms of current and midterm control, allows to stimulate the systematic independent work of students, to obtain an objective assessment of the knowledge acquired, to provide an individual approach to each student, which is extremely important when combining studies with other types of activity.

The effectiveness of individualized teaching to a decisive extent depends on both the high professional skill of the teacher, his ability to communicate with students, enter into a subject with them - subjective relationships, and the development of students' communication skills, which is mainly achieved when reading problem lectures, conducting seminars - discussions, disputes, role-playing and special games and other modern teaching methods that develop creative activity and cognitive independence of students.

The preparation of the necessary textbooks and teaching aids, video materials of the integral and control type is one of the conditions for the successful individualized teaching of students. In the process of self-study, they help students not only to effectively master the educational material, but also to control the knowledge gained through the implementation of practical tasks and questions for self-control.

An important and specific problem for students who work is the management of educational and work activities. University studies and work place high demands on these students. It's no secret that active, work activity is associated with absenteeism, knowledge gaps and, as a result, low academic performance. Therefore, in order to achieve high results, both in study and in work, their clear interaction is necessary. Our proposed target program for enhancing cognitive independence with elements of distance learning allows you to fully solve this problem.

## **V. CONCLUSION**

The tasks set before the extensive research programs have been generally resolved, the hypothesis has been confirmed, but the urgency of the problem has not diminished from this. The author is aware that the developed target program for individualized training of students with elements of distance learning is still far from perfect. Therefore, the conceptual understanding of the essence of individualized learning, the conditions for its functioning creates certain prerequisites for further



structural and didactic improvement of this program. In addition, further research and the applied use of an individualized program for distance learning of students requires further research.

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