

POSSIBILITIES FOR INDIVIDUALIZING TEACHING FOREIGN LANGUAGES IN A NON-LANGUAGE UNIVERSITY

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ABSTRACT

The article is devoted to the analysis of the possibilities of individualization of teaching foreign languages in a non-linguistic (technical) university. The necessity of identifying and taking into account the individual needs and abilities of students, the search for technologies for their creative development and implementation is noted. The main directions of individualization of teaching a foreign language are given.

Keywords: Individualization, teaching foreign languages, non-linguistic university, pair-individual work, group work, directions of individualization.

INTRODUCTION

Modern conditions of a rapidly changing society impose ever-increasing demands on the quality of teacher training. One of such requirements for the teacher's professional activity is the fluency in a foreign language at the level of business communication in various situations related to his professional field of activity. The current system of teaching a foreign language to students of non-linguistic specialties is currently not able to fully satisfy these requirements. Faculty and students still face the problem of the limited number of academic hours devoted to the study of the compulsory discipline "Foreign Language" (216 academic hours). In addition, students often lack motivation to learn a foreign language, which in turn leads to a decrease in motivation to study the subject.

Success in solving the tasks outlined above largely depends on an individually differentiated approach - an approach that involves taking into account the individual characteristics of students and using these features to compose tasks that are feasible and at the same time sufficiently developing each of them.

This approach allows you to individualize the educational process, to satisfy the diverse educational interests of students; to develop their intellectual and creative potential; invites them, together with the teacher, to highlight the volume and content of the educational material that they can learn.

MATERIALS AND METHODS

One of the tasks in teaching a foreign language is the identification and consideration of the individual needs and abilities of students, the search for technologies for their creative development and implementation. However, the heterogeneous composition of student groups in terms of initial language training, interests and needs makes it difficult to solve this problem. In an effort to pull up weak students, the teacher is forced to devote less time to more prepared students. Because of this, the latter slow down the pace and level of work. For less prepared students, such a heterogeneity of the student team is an occasion to once again doubt their strengths and capabilities, and contributes to the development of self-doubt.

The success of teaching a foreign language is also affected by the socio-psychological characteristics of students: the level of intelligence (the ability to absorb knowledge, skills, and successfully apply them to solve problems); creativity (the ability to generate new knowledge yourself); educational motivation, providing strong positive experiences in achieving educational goals, self-esteem, leading to the formation of an appropriate level of claims, and others. Given these features, the teacher can and should apply various methods, differentially approach homework, distribute test cases according to degree of difficulty, vary the material depending on the individual characteristics of students, help find individual trajectories of language acquisition and the development of communication skills.

More rational is the variant of more or less homogeneous groups. But in this case, there is no way to select students with the same knowledge in each separate group, and most importantly, with more or less the same abilities and areas of language acquisition. With a diverse composition of student groups, the usual group work, in which all students, as a rule, receive the same tasks, can be harmful not only for strong, but often for weak students. Therefore, teachers should strive to strengthen the individual approach not only to different student groups, but also to individual students.

Such an individual approach is the most painless for individual students and can be carried out with great benefit when combining group classes with paired individual ones. Students come to pair-individual lessons in pairs, and two students are selected with approximately the same language training, a similar level of development and similar interests.

Some types of work are submitted to group classes, others - to pair-individual. In group classes it is advisable to conduct, on the one hand, an explanation and initial activation of new language material, and on the other hand, a final discussion of the topic studied, in which each student can listen to the opinion of his classmates and take part in a partially prepared, and partially unprepared conversation on topic.

The individual characteristics of students in the assimilation of new linguistic phenomena are especially clearly manifested at the second stage of the class cycle on this topic, which is like an intermediate link between the initial passage of language material, which requires teacher's explanations that are important for the whole group, and the final speech lessons of the cycle, which make it possible to develop especially successfully spoken language skills, and, above all, unprepared spoken language. Therefore, it is precisely at the second stage that pair-individual classes should be conducted, which will significantly strengthen the individual approach to students and increase the role of students' independent work.

RESULT AND DISCUSSION

When teaching a foreign language, individualization can be carried out in the following areas:

1. Work on the mistakes of each individual student, closing the gaps in his preparation.
2. An individual approach to the selection of educational material for each student.
3. The use of different types of exercises, different techniques and methods in working with individual students.

Such individualization in teaching a foreign language can be carried out in ordinary group classes, but it can be most fully and with great success when combining group classes with pair-individual classes.

Let us dwell in more detail on the indicated areas of individualization of instruction.

1. The problem of eliminating weaknesses in student preparation is a common problem for both more advanced and less trained students. It is known that even the most powerful 1st

year students make mistakes in their written and spoken language. In addition to the typical mistakes made by the majority of students, all students, and especially those less prepared, make mistakes, the discussion of which in general group classes leads to a waste of time. In pair-individual classes, this work proceeds without prejudice to the whole group.

2. The combination of pair-individual work with group allows you to vary the educational material depending on the capabilities of each individual student pair. Program material (main topics, selected minimum vocabulary and grammar material) is mandatory for all students in the group. It is known, however, that each topic can be studied in a different volume. The material to be studied by weak students is limited: the main texts of the textbook, a small number of additional texts on the topic under study. The number of exercises to activate the new grammatical and lexical material that they perform as homework is more than that of more advanced students who can be offered tasks immediately after discussion in a group lesson of new material. In working with such students, additional texts are used more widely, which leads to increased interest and to better assimilation of the material.

3. Not only the material itself, but also the types of work, as well as techniques and methods, vary depending on the abilities and capabilities of individual student couples. The time that is allocated to individual pairs of students in pair-individual classes is used differently. The main goal of pair-individual lessons is the development of speaking skills (speaking and understanding). In addition, there is the development of reading and writing skills, as well as the activation of language material. The main goal is most fully achieved when working with more successful students, since in group-pair classes with these students much less time is devoted to performing language exercises and to special work to develop reading skills. Thus, it becomes possible to devote more time to developing the skills of partially prepared, and then unprepared spoken language.

Speaking skills of poorly trained students develop on limited language material. Part of the time is devoted to further intensification of the language material, to closing the gaps in the preparation of these students. Pair-individual lessons allow systematically teaching individual students the types of work in which they have a backlog, for example, developing reading skills.

CONCLUSION

When working on the main text of a textbook, the main attention is paid to a detailed retelling of the text (close to the original and in your own words), while in working with strong students it is possible to use creative tasks. It is important to highlight the main idea of the text, a brief transfer of the content of the text, which is carried out by all students in written and oral form. When working with additional texts of a textbook, a teacher in a lesson with weak students prepares a retelling of the text: asks questions about the language material and the content of the text, asks students to repeat verbatim separate sentences from the text, etc. Only after such preliminary work, students are invited to retell the text, and a specific task is always posed: to retell briefly, close to the original, in their own words, etc. More advanced students immediately retell the text, and more creative tasks are offered to them.

Thus, individualization of teaching foreign languages can be carried out in various directions, each of which allows for the most fully take into account the personal interests and needs of students, stimulate their cognitive activity.

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