



## THE ROLE OF INDIVIDUAL APPROACH DURING THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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### Abstract

This article aims to give information about the role of individual approach within various interactive and innovative methods of teaching. Additionally, types of approaches and methods are included in the article, so any teachers can use them while teaching process. If teachers apply what they have learnt in the classes in a wise way, their students will be more fluent, intelligent in whatever they learn.

**Key words:** approach, teaching, orientations, motivation, research, individualized education, ILP, adaptive learning technology, instructional level, reflection, psychological effect, class atmosphere.

### INTRODUCTION

The most modern and innovative methods for teaching all subjects are currently being developed. In the process of teaching students, teachers are basically experimenting with teaching all the knowledge in relation to daily life. And the result is evident in educational institutions in all countries. Everyone in the world is different, even twins born of the same mother are radically different from each other, even they can have different characters, different worldviews. We know that proof of this has been shown in both science and scientific research. That is, the teacher must treat each student differently in the learning process and learn different techniques for each student. That is why creativity is always required of the teacher.

The approaches that will be presented here have overarching assumptions and philosophies that they're based on. In short, they are what they are because of a set of beliefs held by their proponents. The different teaching approaches in this post can be classified into four theoretical orientations: **structural, cognitive, psychological** and **functional**. Now here is the description of the approaches that are used worldwide.

#### • **Structural**

Structural approaches believe that language can be reduced to a learnable set of building blocks. There are rules, known as grammar and syntax, that govern how to





combine these basic elements. These rules can be memorized to achieve a high level of proficiency in a language.

Some proponents would even go so far as saying that there's a predetermined sequence in which a language should be learned. Grammar textbooks are the most commonly used material in this category.

- **Cognitive**

The cognitive perspective in learning a language puts the learner smack in the center of everything. Cognitive approaches look to answer questions like: How can a language be effectively learned? How does one make a set of vocabulary words memorable and get them embedded in the long-term memory?

According to this kind of approach, the techniques, strategies and even the sequence of lessons are learner-led and can't be predetermined. Learning a language is a conscious, rational, information-processing event.

- **Psychological**

Here, language learning is seen through issues like learner motivation and predisposition, a location's conduciveness to learning, teacher-student dynamics, stress levels, etc. Is the teacher supportive enough to the students? Is the classroom dynamic facilitating or inhibiting the acquisition of the language?

Many of the insights in this category are borrowed from counseling and social psychology.

- **Functional/Communicative**

Functional approaches often emphasize spoken language over written language, and profess that language isn't a set of grammar rules but rather a tool for communication. This has tremendous implications for the types of activities or the materials employed.

Anything that lies outside the ambit of passing on meaningful information is just unneeded complication. Communicative approaches often eschew grammar textbooks in exchange for speaking drills and question-and-answer interactions where students get a feel for what speaking the language in conversation is really like. Now that we know the four broad categories that the approaches are based on, next we'll discuss the approaches that can animate the events that happen inside the classroom.

Keep in mind that each activity may not fall neatly into one category. It may blend two or more of these categories. In fact, you might adopt one approach and add elements of unrelated categories to it![1]





## LITERARY REVIEW

Individual education, like its close relative privatized education, has adapted its practices from teacher to student or to occupy a specific class. This involves the individualization of three elements of the learning process arising from the student's tools and burdens:

- Content
- Teaching
- Learning

Like all great trips, in an individual study journey, each student moves on their own, moving in their own way. It is then up to the teacher to provide guidance to ensure that everyone reaches the same destination. The pace and path of each student will give you the resources, the activity, and the time, at the right time, to really make it happen. There are also several methods to apply to be effective in individual approach.

### 1. Research effective teaching methods

Before introducing any form of individualized education to your school or classroom, it will help you find effective ways to succeed with individualized education. What techniques are helpful is a powerful help that shows the help that is being used by the teachers. It is very helpful to make any changes in your practice, loaded from reputable sources to find out how other teachers have succeeded or even what pitfalls they have encountered along the way. For example, the Australian Board of Educational Research's vehicles can be found to be useful for learning more about individual learning opportunities.

### 2. Relevant student information

In order to work accurately in introducing individualized learning into your classroom, you need to know the student information you have. This information will allow your student to gain strength, power, and energy. The key to implementing any form of education is to be able to analyze the achievements of your students. Only if you have the data can you determine the impact of your new practices. If you haven't already done so, you should talk to an ed-tech for your student data provider to support individualized learning at your school.

### 3. Know the curriculum

Know the requirements of your curriculum to implement a successful individualized curriculum. Remember, the ultimate goal is the same with individual learning, travel





is different. Thus, this internship requires a careful increase in curriculum requirements to ensure that your students are on the right track.

#### **4. Timely study**

If the training is not done in the student's program, it will not be individualized. Not all students learn at the same rate, and students do not learn the material as quickly as each other. Their prior knowledge on specific topics may also vary. To do this, provide assistance in providing learning, so that when they are ready, you can provide the next study is important.

#### **5. To develop student development**

Students may have the means to measure their ability to achieve the educational goals they have set for themselves. Knowing how you do your job in knowing his news has something important for you to do to improve the next phase of your journey. Think of John Briggs' observed learning taxonomy (also known as SOLO) - a model that supports teachers in their transition from a single structure to a multi-structured, coherent, and ultimately defined abstraction. To do this, the student can demonstrate that he or she has gone from simply memorizing some facts about the current learning topic to being able to combine two or more to produce a new idea. Now you know that they've moved from structural power to related help. The next step in this journey involves a new concept - the rag service of hypotheses to get the abstract removed.

#### **6. Goals depending on demand**

To succeed in individual learning, a student must be identified. Only then will the student invest in their knowledge. The concept of individualized learning requires the student to be prepared for an assignment or learning material because it finds motivation and effectiveness. By setting their own goals, students are making their learning pathways more active participants, able to identify the products they need for their learning, and begin production without the delays they need.[2]

### **METHODOLOGY AND EMPIRICAL ANALYSIS**

Closely related to personalized learning, goals based on curriculum design and standards may be the same for all students, but the individual learning profile and plan for each student may vary. This is because each learner progresses through the material at different speeds, according to his or her own learning needs and abilities. For example, a student might take longer to progress through a given topic, skip topics





that cover information already known, or repeat topics on which they need more help. Adaptive learning technology is an important way to individualize learning.

### **The individualized learning plan (ILP)**

While students with special needs have long had individualized education programs (IEP) to guide them from kindergarten through Grade 12 education—ensuring that they are receiving the instruction and resources they need to be successful—individualized learning is beginning to take hold in all areas of public education in the form of the individualized learning plan (ILP). The ILP is a document that includes information about a student’s career goals and education plans post-high school. As college-and career-readiness of students becomes a greater priority as states implement the Common Core State Standards, ILPs are becoming an increasingly important tool for student success.

### **Developing an ILP**

ILPs are both a document and a process developed by students in conjunction with teachers, school counselors and their parents. Information included in an ILP ranges from the student’s skills and hobbies, to current and past activities, to grades and test scores. All of this is compiled to guide the student’s decision making during middle and high school so s/he can achieve his or her goals. Because they are unique and used for different kinds of learning at different ages and life stages, ILPS take many different forms.

### **States mandating ILPs**

Louisiana, South Carolina, Washington and New Mexico all use some form of the individualized learning plan that is introduced during middle school or the beginning of high school and revisited as students’ progress through their education. In Kentucky, a form of ILPs called the individual graduation plan (IGR) has been a requirement since 2002, and the state has seen a dramatic increase in completion rates since switching to a web-based platform in 2006.

### **Benefits of ILPs**

Research indicates that students benefit most from having individualized learning plans when introduced in middle school and frequently revisited until high school graduation. The ILP will likely be refined as the student changes his or her goals, and should be constantly updated so the student is aware of the paths he or she will need





to take to achieve those goals. In general, students with individualized learning plans have displayed more motivation to attend school and better academic achievement. In today's environment of growing class sizes—with an average of 25 students in elementary classrooms and 150 students a day in high school classes—it's difficult for teachers to provide one-to-one instruction. In addition, teachers are required to ensure that every student is being taught at his or her appropriate instructional level, and that all of the instruction meets grade level state standards. One of the main challenges in education today is providing every student with individualized instruction, including remediation on grade-level work or enrichment, which is necessary.

### **Technology helps individualize learning**

Both students and teachers are finding that online technology helps individualize the learning process and makes better use of learning time. Although the teacher can by no means be replaced in the classroom, hardware devices and adaptive learning technologies are a great 'assistant' to improve students' educational experiences. Sometimes, the method of learning needs to be 'flipped', with teachers using class time for review and practice while learning is done independently.

### **Adaptive learning technology individualizes learning**

Providing truly differentiated and individualized instruction has been a goal of educators for decades, but new technologies available today are empowering schools to implement this form of education in a way never before possible. Adaptive learning, and intelligent adaptive learning technology in particular which tailors learning to the individual student provides many benefits for students and educators:

- Seamlessly integrates instruction with assessment.
- Adapts within and between lessons in real-time.
- Deeply personalized, engaging individualized learning experience for every type of student — the right next lesson at the right level of difficulty at the right time.
- Supports and empowers teachers with current student progress data to set and meet goals and state standards.
- Complements all learning models.[3]

### **RESULTS**

The use of different methods and technologies in education is a topical issue today. Even schools are taking special exams to test teachers' knowledge of ICT in the





recruitment process. The various approaches and individual methods mentioned above will certainly be useful in teaching foreign languages and other subjects as well. In terms of learning a foreign language outside the language environment, well-organized understandable reading can give a great psychological effect – give students a sense of progress and success in a foreign language acquisition. It also creates an opportunity to experience reading as a real speech activity in school – mediated communication, literature and culture of the people, the language of whom the students acquire. Such reading requires a deeper consideration, it is able to make the desired changes to the hierarchical structure of motivational sphere of educational activity of students of a foreign language acquisition, to the development of personal qualities of students, because reading “sharpens the intellect and sharpens the senses”. The success in this activity, in particular, depends on how pedagogically and methodologically reasonably will be formulated the functions and tasks of foreign language teaching and the ways of their implementation.

## CONCLUSION

Thus, in teaching a foreign language the teacher must develop the cognitive interest of students, choose adequate didactic objectives and the most effective methods of teaching, great importance should be given to the selection of educational material, using an individual approach. Those methods and various approaches help teachers to make more effective and productive learning atmosphere and putting them into class atmosphere cause students to learn something new in a short period of time.

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