



IMPROVING THE EFFECTIVENESS OF STUDENTS' LANGUAGE LEARNING THROUGH AN INDIVIDUALIZED EDUCATIONAL APPROACH.

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ABSTRACT

This article highlights the issue of increasing the effectiveness of students' language learning through an individual learning approach. Nowadays, when the demand for learning foreign languages is growing, it is important to take into account the level of knowledge, interest, ability and speed of learning of each student. Because not all students have the same level of information perception. For example, some students learn well through listening, while others learn well through reading, writing or practical exercises. Therefore, the co-teacher must also take into account the individual characteristics of the students during the lesson. The article discusses the content of individual education, its role in the language learning process, and effective teaching methods. In addition, the existing problems in this process and ways to solve them are analyzed. Practical recommendations for teaching through this individual approach are also provided

Introduction

Today, learning foreign languages plays an important role in human life, especially young people are gaining many opportunities by learning foreign languages. Because knowledge of the language is not only a tool for obtaining a quality education, acquiring new knowledge, but also for becoming a good professional in the future. For example, as English is used in international communication, science, technology, and education, interest in learning it is growing day by day. As an example, Presidential Decree No. PQ-5117[19.02.2021]. signed the main and



important document on popularizing the study of foreign languages among the citizens of Uzbekistan. At the same time, language learning is not always easy. It is natural for every language learner to face certain difficulties in this process. Some students memorize new words quickly, while others spend more time repeating them. Some students' speaking skills develop rapidly during language learning, while others may struggle to speak out of fear of making mistakes or due to shyness. There is another group of students who understand grammatical rules well but cannot apply them during a conversation. Such differences show that the teacher's use of the same requirements and method in the process of learning a language does not have a good effect. In traditional lessons, all students are often given the same topic, the same assignment, and the same time. Although this method is convenient in some cases, it may not fully satisfy the individual needs of students that we noted above. That is, a student struggling in a particular area may require more time and attention. For example, a student who grasps a topic quickly may get bored after performing simple exercises. As a result, an even greater difference can be observed in the students' academic performance.

Methodology

The main purpose of this article is to analyze the impact of the individual educational approach on language learning effectiveness and to provide recommendations for its use in the language learning process. Methods of scientific literature analysis and comparison were utilized during the research process. Initially, he studied the individual approach from a theoretical perspective. This examined the students' level of knowledge, interests, goals, and difficulties they face in the learning process. At the next stage, the possibilities of adaptation, assessment and independent learning of tasks used in language teaching were analyzed. One of the important areas of the research is to determine the relationship between the individual approach and the independent work of students. Because language learning is not only possible through regular participation in the educational process. Language learners should reinforce their knowledge outside of class by repeating words independently, reading texts, or listening to audio materials. Practical examples related to English language lessons were also considered to better clarify the content. For example, students with different levels of knowledge were given tasks on the same topic that differed in complexity. Such an approach can help the teacher to take into account the level of students and make the lesson processes effective. In particular, providing students with individual recommendations regarding their mistakes or other situations develops their independent work and motivates them to engage more in areas where they face difficulties.

Result

Each student's language learning experience is different. Results vary accordingly. For example, some students learned words by watching English-language films. Others did this better through reading or writing exercises. It is precisely for this reason that it is advisable for the teacher to introduce various methods into the lesson rather than limiting themselves to a



single method during the lesson. In this way, the individual education system does not serve to create differences between students or to place someone above others. Its main goal is to create conditions for every student according to their capabilities. There are several important aspects in organizing an individualized educational approach. First, the teacher must determine the current level of knowledge of the students. After that, tasks should be assigned according to their level

Discussion

Tomlinson emphasizes the importance of organizing education in accordance with the readiness, interests, and needs of students[5, p 45-59]. This idea can also be applied to foreign language lessons. For example, in an English lesson, one group of students can compose simple sentences using new words, while others can write a small text using these words. In this case, all students work on the same topic, but the tasks are adapted to their level of knowledge. In addition, another important aspect of the individual approach is that if the materials match the student's interests, they can participate more actively in the lessons. For example, if a student is interested in sports or music, and the material is related to them, they will be assimilated effectively and with interest. Dörnyei highlighted the importance of motivation and individual characteristics in language learning[1, p 65-119]. This statement indicates the need to take into account the personal goals of students.

Conclusion

As a general conclusion, we can say that an individual approach does not mean separating students from each other or constantly dividing them into groups based on their level of knowledge. On the contrary, its main goal is to create opportunities for students based on their interests. It should also be noted that the individual educational approach does not solve all problems by itself. It depends on the quality of the selected tasks and the student's activity. In general, the proper organization of this approach is evaluated by the creation of an important opportunity to adapt to the situations of students.

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