



PAPER

## THE IMPORTANCE OF AN INDIVIDUAL APPROACH IN TEACHING FOREIGN LANGUAGES AT SCHOOL

Tojiyeva Mukhtasaroy Akrom kizi <sup>1,\*</sup>

<sup>1</sup>Trainee-teacher of Andijan State Pedagogical Institute

\* [tojiyeva671@gmail.com](mailto:tojiyeva671@gmail.com)

### Abstract

Developing effective methods and approaches for teaching foreign languages to students with varying levels of language ability is an important task. One possible approach is differentiated instruction, adapting the material and teaching methods to the needs of each student. This may include using texts of varying difficulty levels and providing additional exercises and explanations when needed.

**Key words:** teaching foreign languages to students, foreign language, education, individual approach, specifics of adaptation.

### INTRODUCTION

Every year, more and more people are learning English for career success and advancement. It's important to understand that English proficiency requirements vary depending on the chosen profession: journalists need fluency for interviews and reporting, while programmers need it to read documentation and communicate with colleagues from other countries.

### METHODS

Effective adaptation of curricula requires consideration of a variety of factors, including students' learning styles and language proficiency levels. It's important to remember that each student

is unique, and their abilities and needs may vary significantly. A more precise definition of this process allows for a deeper understanding of the specifics of adaptation and contributes to better student preparation [3].

### RESULTS AND ANALYSIS

Moral motivation presupposes students' ability to make choices and be responsible for these choices in the area of their individual development. It also enables children to master important social roles—citizens, students, comrades, etc.

Regulatory universal learning activities involve developing skills in organizing one's activities, setting goals, predicting results, and evaluating the

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results of one's actions.

Cognitive universal learning activities help develop skills in working with information: independently determining the forms and methods of learning new things in the surrounding world, organizing the process of searching, researching, systematizing, generalizing, and using the information obtained.

Communicative universal learning activities, which are quite effectively developed in the process of learning foreign languages, are ways of interacting with people.

Communicative actions consist of speech and organizational components. The speech component of communication is responsible for solving speech problems – the ability to describe, explain, prove, and persuade.

The organizational component of communication is associated with the psychological characteristics of the individual. Communication skills will allow the student to collaborate using a foreign language not only with the teacher, with their peers, but also with others. The communication process also develops the ability to independently organize one's oral and written communication.

Teaching foreign languages to mixed-level groups requires a differentiated approach, combining task adaptation (levels of difficulty), flexible pairing/group formation, and the use of student-centered technologies. Key methods include blended learning, working on shared projects with individual roles, and mandatory psychological support to motivate weaker students and engage stronger ones.

The specific nature of teaching foreign languages to students with varying levels of linguistic ability also requires adapting teaching methods to the unique educational needs of each high school student [7]. Successful foreign language teaching to high school students with varying levels of linguistic ability requires a comprehensive approach, including the analysis and effective application of various teaching methods, the organization of the learning process, and an individualized approach to each student. The development of students' linguistic abilities in mixed-level groups depends on the teacher's abilities and the high school students' readiness to actively participate in the educational process.

Diverse approaches to foreign language teaching, such as communicative, competency-based, and student-centered, represent a variety of teaching methods (communicative, audiovisual, audiolingual, direct, and grammar-translation), aimed at effectively teaching students of various ages and levels of language proficiency.

One interesting teaching method is research-based. This method challenges students to independently solve a cognitive task. To make this process more effective, collaborative learning can be used. Within this approach, students work in groups, allowing them to exchange questions, opinions, and suggestions during collaborative work. This method also promotes responsibility and motivates each group member to achieve success. This teaching method is suitable for a wide range of students, from preschoolers to high school students [8]. Teachers using this method must possess not only language knowledge but also the methodological foundation necessary to achieve effective learning outcomes.

Structural methods in foreign language teaching, such as the grammar-translation method, the audiolingual method, and the proprioceptive method, are widely used in modern language schools and provide comprehensive and systematic foreign language instruction [9].

An important aspect of foreign language teaching is learning methods based on pedagogical theory and scientific research. One such method is the communicative method, which emphasizes the use of language for communication. This method helps students not only master language structures but also learn to apply them in real-life situations.

One of the main approaches to teaching foreign languages is the student-centered approach. It emphasizes the individual characteristics of each student, their interests, needs, and goals in language learning. This approach helps create a supportive educational environment where high school students can develop and achieve success.

The communicative approach is another important approach in teaching foreign languages. It focuses on developing students' communicative skills, enabling them to use the language in practical communication and interaction. This approach emphasizes the practical application of language knowledge in real-life situations, which promotes

more effective learning [10].

The integrative approach involves combining various aspects of language (grammar, vocabulary, authentic materials, games, and exercises) to create a holistic educational program. This approach promotes a deeper understanding of language and its use in various contexts. The constructivist approach to foreign language teaching emphasizes the importance of students' active participation in the learning process. It encourages independent thinking, solution-seeking, and a creative approach to language learning. This approach promotes the development of critical thinking and the ability to independently construct knowledge.

An important aspect of effective foreign language learning is the use of an appropriate teaching method to address various cognitive tasks. Research shows that different methods can have varying effects on language acquisition. For example, an intensive teaching method can be effective for rapid language acquisition by high school students. The effectiveness of learning depends on the intensity of the lessons. Intensive lessons can promote faster acquisition of material, but it is important to keep in mind that for some students, this method may be too overwhelming and ineffective. Therefore, it is important to find a balance between the intensity of lessons and the abilities of each individual student. A variety of methods and techniques allows for a more comprehensive coverage of various aspects of the target language and meets the needs of diverse learners. For example, a combination of audio and video materials with interactive exercises can help improve the memorization of foreign words and expressions.

A differentiated approach involves creating optimal conditions for students to acquire knowledge, depending not only on their level, but also on their memory, individual pace of learning new material, and learning style.

## CONCLUSION

The effectiveness of foreign language teaching methods depends not only on a comprehensive approach that takes into account the individual characteristics of students, but also on the use of various teaching methods that enhance student interest and motivation during the senior school years. Developing an individualized approach

to each group of senior students allows for the optimization and enhancement of foreign language acquisition. Studying the specifics of teaching foreign languages to senior students with varying levels of linguistic ability represents an important step in the development of education, enriching the methodological foundation of foreign language teaching and opening up new prospects for improving the quality of education.

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