The Principle of Individualization in the Communicative Method of Teaching English

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Abstract: The article explains the essence of the principle of individualization. An assessment of its role and significance in teaching foreign languages is given. The main types of individualization and practical ways of applying this principle in the communicative approach are analyzed. The article may be of interest to teachers of foreign languages.

Keywords: individualization, practice, moderator, communicative approach, communicative competence, foreign language learning, speech mechanism.

I. Introduction

Proficiency in a foreign language in modern society is one of the indicators of personality development, its potential and possible success, since communication in a foreign language is often a necessity in today's reality. English, being one of the recognized languages of international communication, is a tool necessary for interethnic and interpersonal interaction, cooperation in various spheres of life.

At present, when the main goal of teaching English is to develop the ability and desire of students to participate in intercultural communication in a foreign language and to independently improve in the foreign language speech activity they master, the use of the communicative method of teaching the language comes to the fore. This method is recognized as the most effective and natural approach to teaching foreign languages.

II. Literature review

As you know, the main goal of teaching by this method is to develop the communicative competence of students. Based on this main goal, the communicative approach primarily focuses on the following parameters:

1) the interaction of participants in the process of communication;
2) understanding and achieving a common communicative goal;
3) experiments to explain and express things in various ways;
4) expanding the competence of one participant in communication through communication with other participants.

The focus is on group learning. The main task of the teacher and students is to learn how to work together. From the first lessons, students learn to communicate in a foreign language, conduct conversations and discussions in pairs and groups, play communication games, and work on projects together with other group members. Students are more focused on their group mates than on their teacher as a model, standard and leader. The role of the teacher when using the communicative approach is reduced rather to the role of an assistant, friend, adviser, and moderator. If we turn to the definition of the word moderator, it becomes clear that this term best reveals the role of a teacher in a communicative group.
III. Analysis

Moderator - (sociological) professional mediator, methodological assistant who organizes the communication process when discussing and solving problems (problems) in a group, helping participants achieve the desired result.

Such an attitude towards the teacher in no way diminishes his importance in the educational process; however, it greatly changes his traditional, familiar role and function. The teacher is not a strict leader and an ideal standard, but rather a good psychologist, an assistant, if you like a skilled manipulator.

The specificity of teaching a foreign language requires constant contact between the teacher and students, constant communication, trust, maintaining a comfortable atmosphere that leads to effective work in the classroom. Establishing good contact in speech communication in the practical application of the language being studied in speech is feasible only if there is a good knowledge of the characteristics of the students. More K.D. Ushinsky said that in order to teach, you need to know your students.

And this statement is of particular importance in relation to teaching a foreign language: only a teacher who is well aware of the individual characteristics of his students can correctly distribute tasks between students, organize communicative work, help everyone in choosing the best methods and methods of learning for him, correctly, often without saying words, correct mistakes, etc. This is how M. Dobson described the ideal teacher: “To become a true leader, a teacher needs to be inventive, friendly, persistent, patient, interested in people.

You should know the names of your students, facts from their lives in order to bring into the conversation elements that are of interest to them. A friendly, informal tone is desirable. You must respond to the mood of the group, their interest in the subject of conversation, to possible fatigue. Students express themselves in the nuances of speech, gestures, and facial expressions. Indeed, if we ignore all these components, an unfriendly atmosphere can develop in the classroom, in which students are reluctant to speak, or even treat each other with hostility.

Thus, we have come to the main topic of our work, namely, the principle of individualization in the communicative teaching method.

This principle assumes that the personality of the student in the totality of its individual, personal qualities is at the center of education. This didactic principle involves taking into account the individual characteristics of students in the course of classes and extracurricular work.

IV. Discussion

It is customary to talk about three types of individualization:

- personal;
- individual;
- and subjective.

1. Personal individualization suggests that we must take into account such parameters inherent in our students as their personal experience, interests, inclinations, emotions and feelings, worldview, status in the team (business and speech). “This allows students to evoke true motivation, not brought from outside, not imposed, but which is a direct product of the teaching method itself,” the communicative teaching method.

To do this, it is necessary to select tasks that not only meet the interests of students, but also contribute to cognition, which creates conditions for genuine communication.

In other words, when planning a lesson, selecting material, selecting practical tasks and considering a possible variant of the final communicative situation, the teacher must take into account the specifics of students, their area of interest and worldview.
2. As mentioned above, another kind of didactic principle under study is individual individualization. The basis of individual individualization is taking into account the so-called individual characteristics of the student: the level of development of memory, thinking, perception, and linguistic abilities (phonemic hearing, the ability to imitate, guess, distinguish, generalize, etc.). In order to get a clear idea of the individual characteristics of the student, special tests can be used. Nevertheless, as a rule, after conducting an entrance test or, in extreme cases, after one or two lessons in a group, an experienced teacher can determine the temperament of students, their abilities and motivation. This happens naturally, just as if we were communicating in real life. After all, in reality, the communicative approach involves some kind of modeling of reality in the classroom.

Knowing the individual characteristics of students makes it possible to make the learning process in a communicative group more effective. For example, if we feel that one of the students learns new material with more difficulty and spends more time on it, during a diagnostic survey (“understood - did not understand”), we will probably ask him one of the last to give him time to listen to classmates, to think, to feel more confident. On the other hand, if the teacher notices a student's lack of motivation and unwillingness to do exercises at home, perhaps when checking homework, he should pay more attention, scold, encourage, but never ignore, as the result will be a complete loss of interest. Thus, an individual approach to students can become the key to a more successful and productive educational process.

3. The third type of individualization is subjective individualization. With subjective individualization, the properties of the student as the subject of educational activity are taken into account. The purpose of this type of individualization is to teach students the most effective methods of working on language learning, to develop a certain style of learning activity.

In other words, subjective individualization consists in teaching students to perform various types of communicative tasks (brainstorming, interviews, polling schemes, role-playing games, presentations, etc.). The faster students grasp the essence of the tasks, the better they perform them, the more successfully they master the material and the faster they reach the ultimate goal of teaching English. It is very important to teach students of a communicative group how to interact in it, to instill a culture of relationships and a style of learning activity, to teach the most rational methods. In communicative groups, this is especially important, since students acquire communication skills through communication with classmates, that is, the success of a common cause depends on each individual.

**V. Conclusion**

Summing up the above, it should be noted once again that the influence of the teacher, carried out with an individual approach, could not be underestimated: in constant contact with students, in constant verbal communication with them, the teacher can and should in every possible way contribute to the success of learning and the development of students' language competence.

**References:**


