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**INDIVIDUAL CHARACTERISTICS OF PUPILS IN FOREIGN
LANGUAGE LESSONS**

Annotation: The article is devoted to the issues of taking into account the individual characteristics of pupils in foreign language education, in which the essence, various opinions on this field are analyzed, the content of individual-psychological characteristics of pupils is illuminated.

Keywords: individual characteristics, individual-psychological characteristics, differentiated education, educational process, methods of teaching a foreign language.

In modern society, due to the constant accumulation of new knowledge, it becomes as important and optimal as possible to organize the learning process. In the conditions of information progress and computerization of everyday and professional life of a person, the involvement of information technologies in the educational process is simply necessary to achieve these goals. Also, despite all this, it is necessary to focus on the development of the child's personality and personal potential. The issues of stratification and individualization of education in the national program of Personnel Training were emphasized. "The establishment of a differentiated education allows the realization of individual opportunities in the child, the growth of personal perception in him, the easy assimilation of national and universal values and the rapid presentation of them to the members of the society in which he lives".

The need to introduce new information technologies in all spheres of human activity is becoming more and more obvious. It is difficult to imagine a modern school without a computer class. The computer became the same necessity as a

calculator, a notebook, a typewriter, a music center, a device for accessing and storing information.

In recent years, the question of the use of new information technologies in high school has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of a communicative culture of schoolchildren, teaching practical mastery of a foreign language.

Individualization of education is one of the organizational forms of the educational process, in which the educational material and the exercises performed on it are distributed to the pupils according to their individual characteristics (temperament, character, ability, talent, etc.). In the educational process, there are issues that have not yet found their solution, although some research work has been designed to take into account the individual characteristics of pupils and to stratify education. One of such issues is the question of determining the individual characteristics of pupils in relation to the object of foreign language education and, on this basis, creating pedagogical conditions for the development of their psychological characteristics. When teaching a foreign language in relation to other subjects of study, it is of utmost importance to take into account the individual qualities of the language learners, the characteristics of the educational object, because the human speech itself, being an educational object, has individual characteristics.

Oral expression of thought in a foreign language is a rather complicated process. In this will have to perform speech programs at once, such as familiarizing, perceiving, interpreting the language material and using it in the speech process. In this place, the teaching of communication in a foreign language will depend on such psychological factors as memory retention of sentences, perception, ability to express thoughts in the necessary situations, avoidance of making mistakes. As we all know, teaching communication in a foreign language is carried out in the form of double speech and single speech. If we look at the

issue from a psychological and methodological point of view, we can see that the psychological and methodological features of teaching these types of speech are different.

The subject of a foreign language differs from other subjects of study by a number of features. One of these features is that the knowledge, skills and skills that are formed in the process of foreign language education in pupils are not immediately noticeable. The goals envisaged in the program or in a specific lesson (listening, understanding, speaking, reading, writing skills on educational topics) do not come true quickly. Achieving the intended goal entails repeating the language phenomena (lexical, idiomatic, pronunciation, speech patterns) several times with the help of various exercises. Such a situation is explained by the complexity of the object of foreign language education, individual-psychological characteristics of pupils. Taking into account the individual characteristics of pupils, the work in the field of education stratification, the methodology of teaching a foreign language and the new theory that has recently emerged in the disciplines that are close to it, the teaching process (competency approach, communicative methodology, socio - cultural approach, linguoculturological approach, education oriented to the personality of the reader, etc.), based on the results of the study and analysis of state standards, educational programs, as well as our observations in general secondary schools, we determined the components of the object of foreign language education. Language learners must have a certain amount of knowledge, skills and qualifications within the framework of the training program.

Exercises are arranged according to grammatical themes. Advantages of the course are the ability to check their answers and summarizing the results of the tasks with computers. Interactive course - there are six levels of this course including games, crosswords, fascinating exercises for fixing grammatical and lexical material in a game form. Interesting and exciting is a sound and graphic design of the program. In the language laboratory there are disks with various type of educational programs. This is an important and extensive addition to the training

process. The educational programs provide a large number of exercises for grammar and vocabulary. These programs are very easy to use, you need minimal computer skills, which is very important when working with a group of pupils. There are materials for all classes that are divided into modules, but their content is very simple and not very clear. Now let's move on to the issue of using the Internet for teaching English. Today, new methods of using Internet resources are opposed to traditional teaching foreign languages. To teach communication in a foreign language, you need to create real life situations that will stimulate the study of the material and develop adequate behavior. Now everyone understands that the Internet has tremendous information capabilities and no less impressive services. Whichever way we relate to the Internet, we have to recognize the fact that the worldwide network has become an integral part of modern reality.

Many pupils have long appreciated all the advantages of the Internet and use its services actively in their educational process, while for teachers the space of this world web remains mostly unknown, unfamiliar and to some extent frightening. What kind of help the Internet can provide depends on how we use it for solving didactic tasks. These days every modern teacher uses widely the resources of the global Internet.

In the successful organization of the educational process for the purpose and individualization of education, taking into account the interests of pupils in relation to each component of the educational object, allows to raise the educational effect, ensure the activity of pupils, create conditions for the development of their individual-psychological characteristics, speech patterns.

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