

Key words: individual approach, teaching foreign language, aspects of teaching, pedagogical practice, characteristics of students

At present, the attitude towards education is actively changing as the most important component in a set of measures that contribute to the development of a person, society, state, and improving the quality of life.

Successful learning is possible if the teacher manages to arouse interest in the subject being studied and systematically maintain it. In the traditional way of teaching, the teacher often puts the student in the position of an object of information transmitted from outside. Such an organization of the educational process artificially delays the development of cognitive activity. One of the ways of learning focused on the personality of the child is the use of an individual approach. "If pedagogy wants to educate a person in all respects, then it must first know him in all respects."

The main factor determining the success of educational activity is the severity of the mental properties of the individual. In order to optimize the process of teaching a foreign language, it is important to take into account the individual psychological characteristics of students. A foreign language as an academic discipline differs from other subjects of the school curriculum, so students have certain difficulties in studying this subject.

A foreign language is characterized by certain distinctive features from the native language:

- the direction of the way of mastering, the totality of the functions implemented by it;
- the inclusion of the language in the subject-communicative activity;
- "A child learns his native language unconsciously and unintentionally, and a foreign language - starting with awareness and intentionality"

Moreover, the child learns a foreign language only in the classroom, without using it in his direct objective activity. Therefore, a foreign word lives in the student's linguistic consciousness only in its conceptual, abstract-logical side, which may affect the fragility of preserving a new foreign word in memory. In turn, mastering the native language is a spontaneous processes that students master not due to a conscious desire to learn the language, but due to the processes of development of thinking.

Mastering a foreign language does not give a person direct knowledge of reality (unlike mathematics, history, geography, biology, chemistry, physics), he is only a carrier of this information, a form of its existence in the public and individual consciousness. A foreign language requires daily and systematic work. It requires work that is motivated. The student must know why he is doing this, and have a clearly defined goal of learning a foreign language. Only then can positive results be expected.

However, in pedagogical practice there are such cases when a very capable and creative student with high self-esteem and strong educational motivation "broke down", faced difficulties and stopped moving forward, while a much less gifted student successfully overcame difficulties and achieved much more.

In connection with the problem posed, it is necessary to find out why some students work fruitfully on mastering knowledge, and the difficulties that arise only motivate them to achieve the goal, while others, when even minor obstacles appear, lose interest in learning activities. Explaining this phenomenon, psychologists and teachers most often appeal to the following individual psychological characteristics of students:

- level of intelligence - the ability to acquire knowledge and successfully apply it to solve problems;
- Creativity - the ability to independently develop new knowledge;
- learning motivation, which provides strong positive experiences in achieving learning goals;

- high self-esteem, which forms a high level of claims, etc.

However, none of the above features individually or in combination guarantee the fact that students will develop a mindset for hard work in mastering knowledge in the face of fairly frequent or prolonged failures that are likely in educational activities.

When learning a foreign language, temperament plays a huge role. It includes the general psycho-physiological activity of a person, his emotionality, which are directly manifested in the style of activity and the way of behavior. Features of temperament are reflected not only in the behavior and sphere of feelings of a person, but also in his motives and actions, in the nature of intellectual activity, speech features, etc. When learning a foreign language, temperament plays a huge role. It includes the general psycho-physiological activity of a person, his emotionality, which are directly manifested in the style of activity and the way of behavior. Features of temperament are reflected not only in the behavior and sphere of feelings of a person, but also in his motives and actions, in the nature of intellectual activity, speech features, etc.

It is according to these characteristics that the student's temperament is formed and later all the qualities of character: working capacity for a long time, ways to overcome difficulties, reaction to comments, actions of other people, etc.

According to A. A. Leontiev, language abilities are made up of many components, most often not specific ones. A. A. Leontiev reveals one of the interpretations of language abilities as follows: "Language abilities are often understood as differences in personality traits associated with communication. A child may experience difficulties not in mastering the language itself and not in generating foreign speech, but in social and psychological relationships with the educator, school teacher, and other children. He would be glad to speak, but the "psychological barrier" prevents him. This, by the way, is a very common case in pedagogical practice, but such difficulties are quite surmountable with the good will of an adult.

Of great importance are the abilities of a particular student and their influence on the development of other personal qualities. Allocate relatively independent and special abilities. The former include general and social intelligence, special abilities and creativity. Moreover, there is a relationship between the success of training and the following special abilities:

- sensory abilities (phonemic hearing);
- motor abilities;
- professional abilities (observation, imagination, clarity, persuasiveness of speech).

In many cases, the low level of development of important special abilities makes successful training inaccessible. Conversely, successful learning will actually coincide with the process of developing special professional abilities.

Thus, the English lessons have all the conditions for the implementation of an individual approach to students, taking into account their individual psychological personal qualities.

Therefore, we consider it appropriate that it is preferable for children with a low level of learning in English to be given reproductive tasks (retelling a previously learned text, performing tasks according to a model, with supports, etc.); students with an average level of learning need to combine previously learned material with fragments of independent work (expressing their own opinion after reading, etc.); and in cases of a high level of learning in English, it is necessary to give the opportunity for the predominance of productive forms of work over reproductive ones, motivating students to reveal their creative independence.

The starting point in an individual approach to teaching a foreign language is to study the interests, inclinations, learning opportunities of the experimental group of students, and then develop a pedagogical strategy that consists of certain techniques and methods of individualization.

To implement an individual approach in teaching a foreign language for more effective achievement of goals is the possibility of using digital technologies. Interactive exercises, that is, interactive learning, can help students avoid ineffective and tedious cramming and activate independent work outside the classroom.

In conclusion, I would like to draw attention to the fact that the implementation of an individual approach in teaching a foreign language requires great skill from the teacher. He must take into account the real conditions that are developing in the classroom, and the capabilities of each student, in no way infringing on the dignity and interests of each of them.

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XARICI DİLİN TƏDRİSİNİN SƏMƏRƏLİLİYİNƏ İNSANIN FƏRDİ-PSIXOLOJİ KEYFİYYƏTLƏRİNİN TƏSİRİ

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Xülasə

Tədrisə fərdi yanaşma məktəbdə xarici dillərin tədrisi metodikasının aktual problemlərindən biridir. Bu problem yeni deyil. Bununla belə, yəqin ki, onun aspektlərinin bütün müxtəlifliyi, təlim prosesində bütün müxtəlif vəzifələrin həllində bütün əhəmiyyəti tam açıqlanmır.

“Fərdi yanaşma” termininin özü də dərslərin formasının, məqsədinin, məzmununun və prosesinin dəyişdirilməsini özündə ehtiva edən xarici dildə tədris prosesinin təşkilinin didaktik vasitələri sistemi kimi başa düşülür. Xarici dilin tədrisinə fərdi yanaşma xarici dilin tədrisinin səmərəliliyini müəyyən edən və təhsil fəaliyyəti subyektinin fəal rolunu əhatə edən mürəkkəb pedaqoji hadisə kimi qəbul edilir.

ВЛИЯНИЕ ИНДИВИДУАЛЬНО – ПСИХОЛОГИЧЕСКИХ КАЧЕСТВ ЛИЧНОСТИ НА ЭФФЕКТИВНОСТЬ ОБУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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Резюме

Индивидуальный подход в обучении является одной из актуальных проблем методики преподавания иностранных языков в школе. Эта проблема не новая. Однако, наверное, не полностью раскрыто всё многообразие её сторон, вся значимость её при решении всего многообразия задач в процессе обучения.

Сам термин «индивидуальный подход» понимается как система дидактических средств организации учебного процесса по иностранному языку, которая включает изменение формы урока, цели, содержания, и процесса. Индивидуальный подход в обучении иностранному языку рассматривается как сложное педагогическое явление, которое определяет эффективность обучения иностранному языку и предполагает активную роль субъекта учебной деятельности.

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