METHODS OF IMPROVING INDIVIDUALIZATION TECHNOLOGIES IN TEACHING ENGLISH TO NON-PHILOLOGICAL STUDENTS

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Abstract
The contradiction between society's need for an active, creative personality and the real possibility of people moving to a new position is sharply exacerbated. It is largely determined by the contradictions of the traditional education system, which is characterized by a high degree of centralization, the prevailing explanatory-illustrated method of teaching, on the one hand, and the search and research essence of the cognition process, on the other; dominance of frontal forms of education and individual methods of mastering knowledge, skills and abilities.

Key words: education, personality, possibility, position, traditional, cognition, system, professional, achievement, respect, individual, contradiction, pedagogical, practice, individual, individualization, community, correspond, specialists, relevant.

I. Introduction
The system of higher professional education, created in our country, has had and still has a number of high achievements that cause fair respect throughout the civilized world. However, as the results of the study have shown, in modern conditions, individual forms of student education in universities are increasingly giving way to group forms (classroom, lecture-seminar, etc.), which in turn leads to a contradiction between the collective form of education and the individual nature of the assimilation of knowledge. This contradiction led to the emergence of the problem of developing the pedagogical foundations of an individual approach to teaching students. As you know, the development of the theory and practice of individualization of teaching took place gradually: from the formation of requirements to take into account the individual characteristics of students, to their separation into the corresponding didactic principle. The level of knowledge of a foreign language acquired by students in the course of group classes at universities does not correspond to the growing needs of specialists. These and other reasons make this topic relevant and in demand for pedagogical theory and practice.

II. Literature review
Analysis of domestic and foreign literature shows that with the traditional approach, only a relatively small part of the intellectual reserves of the individual is fruitfully realized in the learning process. The study shows that, to one degree or another, the previous generations of researchers studied this problem in philosophical, psychological, pedagogical and other aspects.

The article research is based on methodological approaches to taking into account individual personality differences in the works of the classic of pedagogy Y.A. Komensky, in the works of progressive Russian educators P.P. Blonsky, N.I. Pirogov, L.N. Tolstoy, K.D. Ushinsky. Due to the fact that the study was carried out at the Department of Pedagogy of the Military University, the works of military didactics were analyzed: A.V. Barabanshchikova, E.N. Korotkova, Y.S. Rudenko, V.N. Gulyaeva, A. K. Bykov. The article takes into account the results of research on identifying the pedagogical features of teaching students and cadets of military universities in foreign languages.
S.G. Klimova, N.V. Katakhova, O.A. Vasilenko, E.I. Kochneva, Y.V. Balakhovskaya. 1 In the process of analyzing the issues of individualization of teaching in the pedagogical literature on the study of foreign languages, a sufficient number of diverse opinions and approaches to understanding the problem under consideration were found.

III. Analysis

Noting the high scientific and practical value of these studies, it should be emphasized that they highlight only certain aspects of individualization of education. The widespread use of computers in education also provides great opportunities for real individualization of student learning in the course of learning a foreign language. It also makes the development of the problem actual. At the same time, the individualization of the process of teaching university students in the course of studying a foreign language at the level of a pedagogical task was not previously the subject of a special study. The relevance, insufficient theoretical elaboration, as well as the urgent need of practice to generalize and systematize the accumulated experience, determined the choice of the topic of the dissertation research.

The object of the study is the process of teaching university students a foreign language, and its subject is the essence, content and pedagogical conditions for improving the individualization of the process of teaching university students in the course of learning a foreign language. The purpose of the study is to identify and substantiate the main pedagogical conditions for its improvement in the course of learning a foreign language on the basis of a theoretical analysis of the individualization of the teaching process of university students and experimental verification of the formulated provisions.

In accordance with the goal in the dissertation, the following tasks were posed and solved:

1. To develop theoretical and applied provisions for the individualization of the process of teaching university students in the course of learning a foreign language.
2. Conduct an experimental study of the individualization of the process of teaching students in the course of studying a foreign language in modern universities.
3. To identify and substantiate the pedagogical conditions for improving the individualization of the learning process of university students in the course of learning a foreign language.

As a hypothesis of the study, the position was put forward that the revealed contradiction between the pedagogical requirements of an individual approach to teaching students a foreign language and the real state of this process in modern universities can be resolved subject to the following pedagogical conditions: optimization of the structure and content of individualization of teaching students a foreign language; development of students' cognitive independence; the use of modern innovative technologies for the individualization of the learning process of university students in the course of learning a foreign language. The methodological and theoretical foundations of the research were: a dialectical approach, according to which the process of teaching and educating students is complex, contradictory and self-developing; an axiological approach, where the analysis of values is widely used in the study of consciousness and personality, the history of culture, science, societies; a comparative historical approach, combined with statistical methods and with structural and functional analysis to identify the processes and trends of changes occurring in pedagogy and linguistics.

The first stage (2002 - 2003) is preparatory. The main tasks: studying scientific sources on the problem, choosing a topic, object and subject of research, developing a hypothesis, research program and methods of experimental work, preliminary study and analysis of the practice of

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individualizing the learning process in the course of learning a foreign language, collecting empirical data and theoretical generalization materials.

The second stage (2003 - 2004) is the main one. It represented the direct implementation of a establishing and formative pedagogical experiment, substantiation and testing of the target program for two semesters on the individualization of the student learning process, the development of a methodological manual for the use of video clips in English lessons in order to individualize the learning process by optimizing it. At the same time, adjustments were made to the research methodology, preliminary theoretical conclusions and practical recommendations were formed, many of which found application in the educational process.

The third stage (2004-2006) is the final one. It included the final processing, systematization and generalization of the data obtained their approbation in order to test the effectiveness of the identified conditions for the individualization of the process of teaching students a foreign language.

The final stage also included the preparation of publications on the topic of research and the literary design of the dissertation. The total volume of the work done is characterized by the following data: studied 336 literary and scientific sources in Russian, more than 66 sources in foreign languages, including 26 English textbooks published in the UK; more than 20 video cassettes were viewed in order to select video fragments for teaching aids; studied and processed more than 260 questionnaires; conducted and analyzed 17 role-playing games; more than 150 individual assignments for students were compiled on cards and printouts in order to individualize the learning process and check efficiency; three video cassettes, 2 floppy disks and 1 disc of the author's electronic manual were used to test the pedagogical conditions of distance learning for students; a methodological guide was developed for the use of video fragments in English lessons for students of all specialties; compiled a comprehensive target program for two semesters, for the textbook "Market Leader", for students missing classes for good reason; scientific articles with practical recommendations on the use of video in the lesson and the use of games in English lessons have been published. The reliability of the results obtained is provided by methodological approaches (systemic, activity-oriented, personality-oriented) to the study of individualization issues; the use of the scientific provisions of philosophy, sociology, psychology, pedagogy in this area, the correspondence of the scientific apparatus, the goals and objectives of the research; qualitative and quantitative analysis of research results. The research results are confirmed in the practice of universities.

Testing and implementation of research results. The materials of the dissertation were reported and discussed at meetings of departments, scientific conferences dedicated to the problems of improving the quality of training of specialists and improving the learning process.

Conclusion

The results of theoretical analysis and experimental work on the individualization of the teaching process of university students in the course of studying a foreign language showed its relevance and relevance in the practice of universities, and also showed the prospects for further development of this problem. The purpose of the study was to identify and substantiate the main pedagogical conditions for its improvement in the course of learning a foreign language on the basis of a theoretical analysis of the individualization of the teaching process of university students, and experimental verification of the formulated provisions.

In accordance with the goal in the dissertation, the tasks were set and solved for the development of theoretical and applied provisions for the individualization of the process of teaching university students in the course of studying a foreign language; conducting an
experimental study of the individualization of the process of teaching students in the course of studying a foreign language in modern universities; identifying and substantiating the pedagogical conditions for improving the individualization of the learning process of university students in the course of learning a foreign language.

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