

THE ACCOUNT OF INDIVIDUAL FEATURES OF STUDENTS IN THE PROCESS TEACHING ENGLISH LANGUAGE

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Annotation: The problem of taking into account the individual characteristics of students in teaching them the Russian language was not reflected in the works of scientists. The problem of individual differences is a problem of abilities. Ability is an individual's properties, the complex of which determines the success of a certain activity.

Key words: ability, master, phonetics, vocabulary, grammar, oral and written speech, complex formation.

A certain set of individual characteristics is more effective in this particular activity, in other activities it is less effective. Like any ability, the ability to master the language manifests itself in activity.

Linguistic ability is a combination of different properties. This is the ability to master phonetics, vocabulary, grammar, to master the skills of oral and written speech. Each of these abilities is a complex formation and consists of several simpler properties. What are the properties that determine a person's ability to master the language?

They are:

- 1) well-developed memory;
- 2) certain level of thinking processes;
- 3) with the warmth of the development of speech skills developed on the material of the native language. Individual differences are found in the qualities of memory, which are characterized by speed and strength for

memory, accuracy and ease of reproduction. In order to remember the same material, different students need different times and different numbers of repetitions.

The strength of memory is determined by the degree of preservation of the learned material and the speed of its forgetting. A very important feature of memory is its reliability, which is expressed in the speed and ease of reproducing the material needed at a given moment. Memory deficiencies can be overcome by properly organizing memorization and repetition processes.

Some types of memory are directly related to the problems of language acquisition:

- mechanical and logical;
- arbitrary and involuntary memory;
- short-term and long-term memory.

An important place in mastering the Russian language is logical memory, when remembered from the thought of the phenomenon being studied. However, sometimes only meaningful memorization is not enough. Some linguistic phenomena must be remembered in exact images (words, models, etc.). In such cases, mechanical is connected to meaningful memorization. In the practice of work, it is very important to know the capabilities of each student, the amount of his memory and the type of memory. The amount of memory is the amount of material that can be reproduced immediately after a single perception of it. Equally important for mastering the language is the consideration of patterns for short-term and long-term memory. Short-term memory acts at the very initial stage of memorization and is characterized by a very brief storage of information obtained after a single, very short perception, and, therefore, the possibility of only immediate reproduction. Practice has shown that the greater the amount of short-term memory, the faster the student learns the phonetic structure of the language, its lexical and grammatical base. In the long-term memory,

the received information is stored. It is equally important to keep in mind yet another feature of memory - the phenomenon of interference, in which, under certain conditions, it is as if crowding out old knowledge with new ones. The degree of displacement can be different and depends on what type of activity and under what conditions the students were engaged in: the more similarities the new material has to the old, the stronger the old material in memory. When students are engaged in the classroom for a few hours only River ENGLISH language is necessary to organize material to at escaping the phenomenon of interference. In teaching the Russian language, it is important to take into account the patterns of arbitrary and involuntary memory. Involuntary memorization is developed in children. With age, they drop sharply. Meanwhile, practice has shown that a person has hidden reserves of memory. Not all the information that comes to a person is recorded by his consciousness. Some of this information remains on the periphery of consciousness. The patterns of mechanical and logical work, arbitrary and non- arbitrary, short-term and long-term memory, as well as its typological differences characterize the individual characteristics of students. The ability to speak language is associated with thinking processes. If we talk about mental activity in the most general sense, then it acts as a process of solving problems. A task arises before a person if there is a definite goal and conditions for the realization of this goal, but specific ways and means of achieving it are still unknown. Where there is no question, task, or problem, there is no purposeful thought activity. In order for the learning process to be carried out more successfully, it is necessary to establish what type of mental activity a particular student has. Thus, when automating a skill, one group of students has a tendency to "curtail" operations, although the skill has not yet been developed. Students of the other group show too timid attempts to implement the acquired knowledge, which delays the skill process. However, the curriculum requires further study of the material, and students are forced to

go further without having formed a skill on the previous material. For the successful mastery of the language, the quality of cognitive activity such as the creative character of thinking, which manifested in the ability to see and pose a new question, a new problem and then solve them. Possession of a foreign speech is a creative process, since in the process of speech it is necessary to combine the available speech forms in memory to express the content of thought. Consistency and consistency of thoughts is a prerequisite for the development of speech skills. One of the factors contributing constituents mastering a foreign language is the level of speech abilities elaborated to the material of the native language. It is necessary to know this level, since students in the process of teaching English language use to a certain extent the speech skills and abilities that they developed on the material of their native language. This phenomenon is based on the general pattern of transfer of skills. So, in the process of teaching students English language, it is very important to consider both the general laws of memory and thinking, as well as the individual characteristics of students.

1. It is useful for students with various typological features of memory to give individual tasks to consolidate new material and transfer it to long-term memory in accordance with the strengths of their memory. It was only when a material is sufficiently digested, give exercises to develop other types of memory.

2. The teacher needs to remember that the similarity of new information with old, as well as the difficulty of follow-up activities are a significant obstacle in the learning process. Each lesson should have an integral, complete structure, carry certain information.

3. The clear structure of each lesson, dividing it into heaven is the largest, but independent parts, will help the teacher keep the students' attention on more material, since the beginning and end of the information received inspire the most attention from students. For students with an

unstable understanding, it is useful to give assignments to divide the digestible material into smaller parts so that they do not miss the necessary information.

4. The definition of forms of accounting for involuntary memorization and its use in the process of teaching English language can give significant results.

5. The practice of teaching English language showed that the process of developing speech skills in different students requires a different amount of exercise and time.

Therefore, in order to achieve positive results, it is necessary to develop a specific system of exercises for each typological group that will contribute to the individual characteristics of students' mental activity.

6. Based on the foregoing, we can assume that it is more expedient to take into account not only the future specialty of students, but also the individual characteristics of students, which determine their ability to learn the Russian language, when forming groups.

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