Individualization in Education and Methods of Improving Teaching the English Language

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Abstract--- Teacher skills are reflected in the precise lesson planning. The lesson should be planned in such a way that it clearly reflects what is being planned and does not allow for a different plan. Occasionally, there are mistakes in the lesson planning of young teachers and practicing students and this may influence the process of teaching. The article analyzes technology of individualization of education and methods of improvement of teaching as the example of English language.

Keywords--- Pedagogical Technologies, Method, Learning Process, Materials, Individualization, Flexible, Multifunctional.

I. INTRODUCTION

The present time is characterized by the introduction of pedagogical technologies into the educational process. The use of pedagogical technologies is related to the development of scientific bases of educational technologies, pedagogical innovations, author schools and experimentation with new technologies. These experiences require the development and generalization of a particular system.

Pedagogical technology is viewed as a holistic phenomenon. The interactive features of technology, components, structure, functional characteristics, communicative features, historicity and continuity are being investigated. The concepts of "technology" and "pedagogical technology" still require research.

Justifying the classifications of pedagogical technologies, highlighting the types of technology, and the ways in which these technologies can be applied to the learning process will increase its effectiveness at all levels of education.

Classroom teaching is considered to be differentiated according to the level of 'combined learning technology' and the development of subject matter cycles in lessons. Classes consist of five types, consecutively for each topic:

1. Lectures on general analysis of the topic (they are called lectures);
2. a structured workshop that involves the development of learning materials in the students' independent work (such classes can take from three to five);
3. lessons on summarizing and organizing (grouping) knowledge (tests according to subjects);
4. generalization of interdisciplinary materials (to protect tasks according to subjects);
5. Lessons -practicums.

In the next step, the teacher organizes the classification according to the level of the students. It does this by providing new material, reinforcing and reproducing it, and controlling knowledge, skills and abilities.

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II. LITERATURE REVIEW

In their researches, Inge Unt, A.S. Graniskaya, V.D. Shadrikov define individual learning as a form, model, and organization of the learning process. In it:

- The teacher interacts with only one student;
- A student interacts only with teaching materials (books, computers, etc.).

The content, methods, and images of individual activities are tailored to the student's characteristics.

Personal approach means:

- Principles of pedagogy, based on individual characteristics of individual students, and on the basis of individual characteristics, taking into account the individual characteristics of students in the teaching and learning process;
- Take into account the individual characteristics of students in the learning process;
- Not only the development of all students, but the creation of individual psychosocial activities for each student.

Teaching Individualization:

- The organization of the learning process, in which the methods of teaching and the selection of images relate to the individual characteristics of the student;
- Various educational, methodological, psychological and pedagogical and organizational and administrative activities that provide individual approach.

Thus, according to didactic research, individualization of teaching is organized in such a way that the individual approach and individual form are prioritized. The individualization of teaching is based on the following authoring technologies:

- IngeUnt's training individualization technology;
- A.S. Granica's flexible learning technology;
- VS Shadrikov's individualized learning technology.

The basic concept of IngeUnt's individualization technology in teaching is that in today's environment, an important form of individualization of learning is that students work independently in school and at home. IngeUnt refers to the content and methodology of individual workbooks for independent studies, as well as personalized workbooks that are adapted from the current study literature.

AS Graniskaya notes that flexible learning can be set up in a classroom setting, where 60-80% of the time a teacher can devote to individual work with students. The peculiarity of AS Graniskaya's method is that he organizes the lesson based on a particular non-specific device:

- Part One - Training for All;
- Part two - two parallel processes: Independent work of students and individual work of the teacher with some students, i.e. use of generalized schemes, working as a rotating teacher, flexible multifunctional tasks, etc.

Six levels of complexity allow practically all children to be focused on, create a learning process that is empowering and adaptable to the learner's ability and development.

The following are the general principles that underpin the authorization technology of teaching:

- Individualization is a learning strategy for learning;

- Individualization is a necessary factor in the formation of individuality;

- Availability of individualized learning in all studied subjects;

- Integration of individual work with other forms of educational activity;

- Learn individual style.

Common features of individualization technology include:

- Recording the factors that could lead to failure;

- Ways to correct individual deficiencies in the acquisition of knowledge, skills and abilities in thinking;

- Recording and coping with the lack of motivation and lack of motivation in family education;

- Pedagogical technology of the educational process for gifted students (taking into account creative work, classroom and extra-curricular activities);

- Freedom of choice of the learning process;

- Formation of general educational skills and skills;

- Forming students' self-assessment;

- Use of training techniques as well as computers.

Teaching individualization technology includes:

Batov system. The US-based system has two parts:

The first part is class work as a whole.

The second part is individual training.

Such sessions are held to ensure that students are in need of it or that they are in keeping with the generally accepted norms, or those who are relatively advanced. The high-ability category is employed by a student-teacher, a lesser-educated and retarded student-teacher.

Trump's plan is that technology is very popular in the US. This is my system of training where large classroom sessions are combined with individual group workouts. Highly qualified teachers and professors give lectures in large groups of 100-150 people with the help of modern techniques. Small groups of 10-15 people will discuss and debate the lecture material. Individual work is done in school classrooms and laboratories. 40% for lectures, 20% for small groups, and 40% for individual labs and labs. There is no typical classroom concept, and small groups are not permanent. Programmed teaching appeared in the early 50's of the 20th century. It is associated with the name of American psychologist B. Skinner. He recommended building and controlling data based on a regular program of partial data transfer, to improve the efficiency of materials management. V.P. Bespalko recommended classification of pedagogical technologies in the model of organization and management of cognitive activity. He defines the relationship between the teacher and the student as follows:

- Closed - uncontrolled and irregular student activities;

- Periodic (control, self-monitoring, interim control);

- Diffuse - (frontal) or orientation (individuality);

- Sometimes (verbally) or by means of machine tools.

Types of V.P. Bespalko Technology:

- Classical lecture teaching (manual, distributed);

- Training with audiovisual techniques (closed, diffuse, automated);

- Consultant system (closed, focused, manual);

- Teaching with textbooks (closed, focused, automated) - independent work;

- Small group system (periodic, scattered, manual) - differentiated group learning;

- Computer training (periodic, distributed, automated);

- Tutoring system (periodic, focused, manual) - individual training;

- Programmed learning (periodic, focused, automated), programs are pre-arranged for them.

There are five main principles of programmed learning:

1. The principle of hierarchy of control devices. The hierarchy of this programmed learning technology is primarily a teacher, and is the first common objective in science, individual help and correction in difficult non-teaching situations.

2. The principle of feedback. It requires a periodic system for managing the learning process for each educational activity. In this case, the awalo is set up properly - information about the image of the action is transmitted from the controller to the controller. Feedback, Bespalko notes, not only for the educator but also for the learner, for the correction of the latter, and for the understanding of the learning material. There is both internal and external feedback. Internal feedback serves to independently correct learners' outcomes and behavior. External feedback is provided directly to the learner either by means of a learning process device or by a teacher.

3. The principle of adaptive process for lighting and transfer of teaching material. Providing educational activities is a technological process whereby the educational material contains information pieces and tasks in the program (which helps to ensure the successful acquisition of knowledge and skills, and for the acquisition of knowledge by the learner). It is a separate, independent, but interconnected and oped pedagogical technology in terms of the breadth of the theory. The set of information, direct action, and rules for direct communication and feedback form the curriculum. This step includes three interconnected personnel: information, feedback and surveillance. The success of the educational activities creates an educational program that forms the basis of the programmed learning technology.

4. The course will continue with the individual example and management principle. This principle guides each student with the information process and advises the learner to move forward in the course of the workout, as his cognitive power is adapted to the information provided by the supervisor.

5. The principle of using specialized techniques to deliver programmed learning materials.

III. DISCUSSION

Analysis of tasks identified in the lesson. When designing a lesson, the teacher should look for ways to teach children the qualities of the plan and how to develop those skills. To do this, the teacher imagines himself as a learner and divides these skills into several parts. After that, the teacher will visualize each section and ensure that the learner acquires the skill set. Some teachers show and share this skill from beginning to end. In this case, "complete material" (i.e. annotated skills) is a classroom equipment. After explaining the teacher model, the student may ask the teacher what he or she has forgotten during the independent study. For example, I forgot Part 4, show me if possible. The teacher then gives the student a personal reminder to remind them. Or the teacher will guide the student when the student is performing the specified skill. You have completed Part 3 correctly. You are back in Part 4 and do the work from the beginning. Check it out, did you do it right? such as. The student sees what he has to do and remembers what he or she has done, like a copy.

The teacher encourages students who have done well. Dr. Fred Jones has added a new element to the classroom design that will make learning more effective. The only way to optimize the lesson is to have students monitor their activities and correct their mistakes. Only then will students gain more skills. They gain conscious thinking and a better understanding. The only way to do this is to use the "co-teaching" method. Here's how to use:

1. Divide the class into the first and second partner parts.
2. Using the lesson transition model, the first partner teaches the part of the model to the second and the second partner.
3. The teacher demonstrates model parts of the learning method to those who wish to learn and then show (watch and follow) through listening. The students then repeat what the teacher said and did.
4. The teacher chooses 2 volunteer partners to monitor the class. He says the first part of the model and asks them to follow it. In this way, the co-teachers will be taught the model step by step.
5. The teacher tells classmates to teach each other the first part. It shows how to monitor, evaluate, and troubleshoot performance. The teachers' partners help him to monitor and evaluate the classroom.
6. This method will continue to perform other parts of the model. This method teaches students to be self-sufficient and self-critical, to be able to critically evaluate their work, and to correct mistakes.

Recently, in our society, everyone has the right to education in any field, regardless of his or her level of primary education, and it is common for them to be educated in the future for a successful career in public institutions. The organization of admission to educational institutions with only a few tests is also a reason for the students' dissatisfaction and limited knowledge. Because many schools, lyceums and colleges have been excluded, with only in-depth study of the test subjects, and the effort to retain test scores without their merits, which results in a shallow and one-sided knowledge of graduates.

IV. CONCLUSION

In conclusion, when the teacher sets the goal of the lesson, it should be clear and clear to everyone, highlight what is being taught to the student, and what the skills he or she will formulate. Often, the goal is not achieved without a clear targeting. Sometimes, however, the goal changes over time. Therefore, the purpose should be clearly

and clearly written. Correctly setting the goal of student behavior helps to ensure that student-teacher, teacher - student interactions are correct and effective. Correctly setting behavioral goals in the lesson also makes it easier to explain what is prohibited.

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