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Nozima Rajabboyevna Alimova
Bukhara Engineering - Technological Institute
A teacher of the Department of
"English Language"

IMPROVING TECHNOLOGY OF INDIVIDUALIZATION ON EDUCATION FOR STUDENTS OF TECHNICAL SPECIALTIES IN TEACHING ENGLISH

Abstract: *Regardless of the improvement of material, standard, curricula, programs and textbooks in education, the achievement of the expected core result, deep and deep learning, high quality assurance can be achieved by the teacher who conducts theoretical and practical lessons creativity, diligence, professionalism, pedagogical skills, and the center of learning requires the learner's life.*

Key words: *self-awareness, technology, self-reliance, supplementary literature, visualization, methodology.*

Language: *English*

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Introduction

Pedagogical technology is a system of continuous development of pedagogical activities aimed at achieving educational goals and personal development. The reform of higher education forces a scientifically sound approach to this issue. Any design, though scientifically sound, is not technologically relevant. Designing has a methodological function. It has emerged as a research tool for students' mental development laws, features of the learning process, and pedagogical management. Teaching technology provides educational activities, ensures the implementation of cognitive work, facilitates the consciousness of a teacher, influences his / her mobility and way of life. Vocational training technology creates an individual's interest in discipline, will, and specialization. Educational technologies that meet the most demanding requirements of the specialist are aimed at implementing the rapidly adapted psychological and pedagogical environment for the collaboration of the teacher and the student.

Literature review.

An analysis of the literature on pedagogy shows that at present the concept of pedagogical technology is firmly established in the science and practice of education, but its role in the complete dictionary of pedagogy (thesaurus) remains unclear. The history of the formation and development of the concept of pedagogical technology has been widely regarded as a doctrine of technical means and a systematic organization of the learning process. There are several definitions of pedagogical technology now. V.P. Bespalko defines pedagogical technology as a specific pedagogical system project to be implemented. He believes that the pedagogical system is not the basis for technology development. The emphasis is on pre-designing the teaching and learning process, using the concept of didactic tasks and learning technologies. Thus, V.P. Bespalko promotes the idea of designing the learning process. Unfortunately, there is still no clear understanding of pedagogical technology and project concepts. Although pedagogical technology is rapidly being introduced into the educational process, its status remains unclear. Researchers play a leading role in science and practice. N.F. Talizina believes that every teacher must have a technological knowledge of the learning process before creating a realistic pedagogical process. He believes that there must be a separate discipline that deals with science, practice, methodology, and consistent application. Without

them, the pedagogical process would not be based on technology as a real learning process. Some authors treat learning technologies as science and art, while others relate it to design. Thus, in one approach, learning technologies are defined as any equipment that covers all the learning tools. The technology requires the technicalization of the learning process. In another approach, technology can be viewed as a way of providing educational experience with new or modern knowledge. It is seen as the implementation of scientific principles and practice of technology education. The concept of technology has come to light in the 1960s in America and Western Europe with the reform of education. B.Blui, J. Coroll, P.J. Galperin, V.I. Davidov, N.A. Menchinskaya, Z.I. Kalmikova, L.I. Zankov technologies are popular. Technological approach to the organization of training belongs to psychologists and didacticists like V.P. Bespalko, N.F. Talizina, L.M. Friedman, Y.N. Kulyutkina, G.S. Suhobskoye, T.V. Kudryavsev The analysis of technological approaches shows that most teaching technologies remain idle. A number of technologies have strengthened the theoretical foundations, and its practicality is not so clear. TA Ballo highlights one aspect of the technology, namely, the task-oriented approach to teaching. Elsewhere, there is a problem with the computer-based learning or teaching structure. L.V. Zankov, T.Y. Galperin, V.l. Davidov's research focuses on holistic learning technologies. 1. There are many unexplained issues in pedagogical technology. This is related to the study of the problem, understanding the methodology and understanding of teaching technology. Pedagogical technology is defined as the field of theoretical and applied research (within the educational system) that is relevant to all the organizational aspects of the pedagogical system to achieve specific and potentially useful pedagogical outcomes. From these definitions, it can be concluded that pedagogical technology is the planning and implementation of a system of learning tools necessary to achieve results. Educational technology refers to a theoretical project of educational activity management and a system of necessary tools for the functioning of the pedagogical system, depending on the purpose of education and the level of knowledge of the student. Teaching technology is based on a theory and a purpose. The functioning of the pedagogical system, its flexibility, and the individual characteristics of the student, is linked to technological and individual standards of networking. The flexibility of this technology, the variability of the network, the gradual nature of student behavior is important. The educational technology level covers all the components of the learning process. Person-centered technology involves the intellectual and emotional development of students, the formation of knowledge and professional skills, the value-added approach to the educational process, the development of activity, self-awareness and self-reliance. The educational technology level covers all the components of the learning process. Person-centered technology involves the intellectual and emotional development of students, the formation of knowledge and professional skills, the value-added approach to the educational process, the development of activity, self-awareness and self-reliance.

Discussion: Any education should focus on the student, his interest, his desire, needs. That is, it is necessary to focus on the individualization of education. Now what about personalization of education? Let's answer the question:

- The individualization of the learning process is a teaching method that takes into account the individual contribution of each student to the learning process;
- methodological approach, quickness of the teacher, personal characteristics of the student are taken into account in the organization of the educational process;
- Student conducts educational and methodological, psychological and pedagogical organizational management.

What is an individual approach?

1. When working in groups, organizing educational work with each student individually, their personal characteristics should always be taken into account by the teacher.
2. Even when communicating with a student, his or her personality must be taken into account.
3. It should also take into account its ability and capabilities in the learning process.
4. It is necessary to consider the level of personal development of the learner when conducting pedagogical psychological processes.

Individualized Education Principles:

- Individualization is the main strategy of the educational process.
- Individual development through the individualization of the learning process.
- Implementation of each learning subject through the individualization of teaching guarantees the expected result.

Creation of conditions for integration of forms on education with individualization.

- Individualized learning ensures the quality and effectiveness of the learning process.
- Skills, qualifications and knowledge in the individualized education are based on the interest of the student.
- Being able to work independently develops and enhances the learning skills of the learner.

Thus, the quality and effectiveness of education is related to the effective engagement of the learner with independent reading, thinking, and thinking activities aimed at assimilating the learning content. In interactive teaching methods, students can show the following characteristics of their development.

• The learner is not trained, he or she is taught to work independently.

• Students are taught to develop self-reflection, creative thinking, and independent thinking through independent analysis.

We are given the skills to take a stand against foreign ideas and defend their position.

• The ability of the learner to acquire knowledge by searching, finding, and processing information in textbooks, on the Internet, and from other sources is not provided to the learner. The knowledge gained creates opportunities for creative thinking. Students will be able to master the skills of working with textbooks, reading, learning, writing a commentary, supplementary literature, and reference books.

• All students in the classroom are guaranteed to be proficient in their abilities. At the same time, assimilation of the learner is defined by the skills and abilities to apply the acquired knowledge in life and in practical activities.

• All learners can achieve the same result if they learn to work using interactive methods and integrate them into their learning activities.

• When organizing an interactive learning process:

1. The learner's interactions are growing, and the skills to work in partnership and creativity are formed.

2. Forms the curriculum, programs, textbooks, standard standards, guidelines, skills to work with the content of the topic.

3. The reading, processing, mastering of the content of the education, text and curriculum become their daily routine.

4. A student is accustomed to expressing himself freely, defending, proving.

5. More importantly, there are didactic motivations in the learning process. That is, the needs, wants, wishes of the student are met. The interest of the learner in the learning process increases. This puts the learner on a high level in achieving the learning objectives.

What is personalized learning among teachers lately, and why is it necessary for interactive teaching? When did this method come into the learning process? What are its types? What is its structure? How do we incorporate it into the learning process, and how it differs from previous methods, we are faced with such questions. To do this, it is worth repeating the traditional lessons in our schools these days. Traditional teaching was offered in the 17th century by Czech teacher Jan Amos Komensky. He develops a single classical system of teaching and calls it a classroom-learning system. Later this system was widely used in pedagogy. Naming a traditional school classroom system, it has the following traditions:

• Children who are of the same or near age are in the class of close children.

• The classroom is based on a single plan, program, and lesson plan.

• Basically, the type of occupation is the only lesson.

• Lesson is a well-known educational subject that works on the same material as the theme.

• Supervises the activity of the student, evaluates the level of knowledge of each student, and also decides to move the student from class to class by the end of the year.

• Textbooks are mainly used for homework.

The traditional lesson scheme is as follows.

New Topic -> Strengthening - Control - Assessment – Learning

The Conceptual Condition of the Traditional Lesson:

• Science;
• Adaptation to the learner nature;
• Consistency, regularity;
• Understandability;
• Visualization;
• Practical relevance of theory.

Technological principles of vocational training are the goals, content functions, and teaching methods for the future profession. On this basis, pedagogical technologies will be developed. Different approaches to definitions of pedagogical technologies show that in fact, teaching technologies are moving between science and production and the teaching and learning process. This is an independent field of knowledge in the professional didactic training system that is closely related to the didactic theory and practice of teaching. It incorporates the functions of designing and designing the learning process. Teaching technology includes both theoretical and practical knowledge about specific ways of managing the learning process, the most promising management and learning activities. The consistency of the network is determined according to the conditions of the educational process. These are the pedagogical areas for managing educational activities. They are based on their generalized level. Pedagogical technology is an aspect of education. The design of teaching technology is the normative process of managing the educational process, which ensures the effectiveness of educational and professional development. The scientific literature focuses on three aspects of pedagogical technology: scientific, descriptive, practical. The purpose, content and methods of teaching in the scientific aspect are scientifically grounded and the pedagogical process is designed. An algorithm process is developed based on the purpose, content, methods and means of achieving planned learning outcomes in the descriptive aspect. In the practical aspect, the process of pedagogical technology is implemented. Three levels of pedagogical technology are defined in relation to educational practice: general education, private methodical, local (modular). Universal pedagogical

technology represents a holistic educational process. Specific methodology is a method and tools for the implementation of the educational process library in a single subject. Local (module) technology refers to the application of technology to specific sections of the educational process. This technology aims to solve specific didactic and educational tasks. Pedagogy and teaching technologies are also included.

Conclusion.

Educational technology content is an information aspect, and learning technology is considered process-related, meaning that there are still no clear differences between them. Pedagogical technology should be tailored to the level of student readiness, access to information, and practical training of students. Teaching technologies in the system of vocational education reflect the development of fundamental and applied knowledge, reflective behavior, and formulate professional activities. Pedagogical technology is defined by teacher and student activity. These kinds of activities determine the structure of pedagogical technology.

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