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RESEARCH ARTICLE

Developing Oral Speech Skills Through an Individual Approach in Language Lessons

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Abstract

This article examines the role of an individual approach in language instruction for enhancing students' oral communication skills. It analyzes how the development of study skills, independent thinking, and the ability to express ideas freely in spoken language can be fostered through the creation of tasks tailored to students' knowledge levels, abilities, and needs.

KEYWORDS

Individual approach, reading skills, oral speech, language teaching, independent thinking.

INTRODUCTION

The term "individual approach" is understood as a system that entails the didactic reorganization of the language teaching process, specifically, modifying the format, objectives, content, and overall structure of the lessons. In the context of language instruction, the individual approach is viewed as a complex pedagogical process that enhances educational effectiveness and ensures the active participation of the student.

Individualization of education means taking into account the individual characteristics of students throughout the learning process, across all its forms and methods, regardless of the nature or extent of these specific traits.

Modern pedagogical concepts in language teaching necessitate the consideration of students' individual characteristics. Since every student possesses a unique pace of language acquisition, distinct abilities, and different psychological profiles, no single method or task can be equally effective for everyone. Consequently, the individual approach is regarded as a crucial factor in developing students' language proficiency (speech activity) when teaching a language. When discussing the concepts of "individual education" and "individual approach," it is also worth considering the term "individual educational trajectory," which is frequently used alongside them. In many contexts, the terms "individual education," "individual approach," and "individual educational trajectory" are employed as if they carry the same meaning within the field of education. However, an examination of the explanations and definitions provided in academic literature reveals distinct differences between them.

In pedagogy, the concept of an "individual educational trajectory" exists alongside the concept of an "individual educational path." The term "individual trajectory" is a complex, general concept that originated in physics before being adopted into pedagogy. The term "trajectory" is defined in various ways across different sources. Specifically, the Explanatory Dictionary of the Uzbek Language defines it as follows: "Trajectory" [from the Latin "trajectus" movement, shifting, sliding] -the path or trace left by a moving point or object within a plane or in space.

A "trajectory" is the curved path taken by an object that has

been launched, flown, or thrown into the air. An "individual educational trajectory" is a purposeful educational program that empowers a student to act as the primary agent in selecting, developing, and implementing their own educational path, supported by a teacher's pedagogical guidance, thereby fostering self-determination and self-actualization.

When the term "trajectory" is mentioned, many people think of the physics concept: the path left behind by an object in motion. However, the trajectory discussed here does not refer to physical objects, but rather to an "educational trajectory"- a strategy for high-quality learning that shapes a student's future professional career.

As these definitions illustrate, the term "trajectory" originates in physics and was later adopted, in a figurative sense, into other fields. In physics, the term "object trajectory" refers to the path traced by a specific object. In the context of education, it refers to the path, direction, steps, and stages taken by an individual or a group of individuals with similar abilities and characteristics to achieve a specific goal through a tailored approach. The fundamental requirements for implementing an individual approach include assessing a student's initial language proficiency, defining personally meaningful goals, developing independent study skills, and applying a systematic approach to the acquisition of new knowledge. While this may seem straightforward, it presents a significant challenge for many teachers working in schools. The greatest difficulty lies in finding an optimal balance between whole-class (frontal), individual, and group-based instructional methods when teaching a foreign language. Other challenges relate to identifying the individual characteristics of students and organizing the teaching process accordingly, a process that should be directed toward developing the intellectual capabilities of each student.

The definitions presented above indicate that the term trajectory originally belongs to the field of physics and was subsequently adopted metaphorically in other academic disciplines. In physics, a trajectory refers to the path followed by a moving object over time. In education, however, the concept denotes the path, direction, sequence of steps, and stages through which an individual or a group of individuals with similar abilities and characteristics achieves predetermined educational goals through a specifically designed approach.

Based on the analysis of research conducted by international, CIS, and Uzbek scholars on the organization of students' independent learning activities, the concept of individuality in education can be defined as follows: individuality in education refers to the distinctive combination of a learner's personal characteristics, abilities, interests, needs, learning pace, and cognitive capacities that determine their approach to acquiring knowledge and developing competencies. Recognizing these individual differences enables educators to design appropriate teaching strategies, personalize learning tasks, and establish individual educational trajectories that support learners' academic progress and the achievement of their potential.

INDIVIDUAL APPROACH

It is a didactic approach based on selecting appropriate methods, tasks, and pedagogical support according to each student's level of knowledge, interests, speaking abilities, and learning needs.

It is clear that students possess varying levels of preparation. The reasons why students in the same class may not achieve identical results are multifaceted; to understand this properly, it is necessary to identify and analyze the specific factors that cause a student to fall behind their peers during the learning process. These reasons can vary: some may have missed lessons due to illness, while others might have lacked focus in class or failed to fully grasp the teacher's explanations. Many psychologists and methodologists argue that disparities in students' knowledge, particularly in the context of language learning, often stem not from a student's inherent personal traits, but rather from specific gaps in their existing knowledge. However, it must also be acknowledged that students differ in their innate capacity for language learning: some acquire a language easily and rapidly, while others encounter significant difficulties.

A thorough study of students, including their inclinations, interests, and learning potential, along with an analysis of the prospects for developing these abilities, should form the cornerstone of an individualized approach to language instruction. A primary challenge in this process lies in selecting and effectively utilizing tasks that vary in their level of complexity. For instance, when completing tasks of the same

level of complexity, students with higher aptitude and those with relatively lower aptitude may achieve the same results, though they will require different amounts of time to do so.

Understanding a student's individual characteristics, specifically by identifying discrepancies between the student's self-assessment and the teacher's evaluation, can help prevent potential conflicts during the lesson. Language classes offer conditions that facilitate the development of students' individual learning abilities. Students differ not only in the speed and efficiency with which they master material but also in the types of learning activities in which they excel. Some students prefer reproductive tasks such as retelling a previously studied text, while those with moderate aptitude may prefer incorporating elements of independent expression. High-aptitude students, however, perform better on tasks that demand greater creativity and autonomy. Therefore, an individualized approach is essential to foster the development of students' abilities.

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