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ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРБ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES
AND SOCIAL SCIENCES

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ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

ИСАНОВА ФЕРУЗА ТУЛҚИНОВНА

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич –филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа октори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шохида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

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THE POWER OF PERSONALIZATION: UNLOCKING SUCCESS WITH AN INDIVIDUAL STRATEGY FOR ENGLISH TEACHERS

Abstract. Teaching English can be a challenging task, especially when it comes to addressing the individual learning needs of students. In this article, it is explored that the benefits of personalization in teaching English and provide practical tips and strategies for creating an effective individualized approach in the classroom. By implementing these strategies, teachers can create a supportive and personalized learning environment that helps students achieve their language goals.

Key words: English teaching, individual strategy, learning styles, personalization, classroom engagement, student motivation, language goals, effective teaching, tailored teaching, supportive learning environment.

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INDIVIDUALLASHTIRISH KUCHI: INGLIZ TILI O‘QITUVCHILARI UCHUN INDIVIDUAL STRATEGIYA BILAN MUVAFFAQIYATLARGA ERISHISH

Annotatsiya: Ingliz tilini o‘rgatish, ayniqsa, talabalarning individual ta’lim ehtiyojlarini qondirishda qiyin vazifa bo‘lishi mumkin. Ushbu maqolada ingliz tilini o‘rgatishda individuallashtirishning afzalliklari ko‘rib chiqiladi va sinfda samarali individual yondashuvni yaratish uchun amaliy maslahatlar va strategiyalar taqdim etiladi. Ushbu strategiyalarni amalga oshirish orqali o‘qituvchilar o‘quvchilarga til maqsadlariga erishishda yordam beradigan qo‘llab-quvvatlovchi va shaxsiylashtirilgan o‘quv muhitini yaratishi mumkin.

Kalit so‘zlar: Ingliz tilini o‘qitish, individual strategiya, o‘rganish uslublari, individuallashtirish, sinfdagi faollik, talabalar motivatsiyasi, til maqsadlari, samarali o‘qitish, moslashtirilgan o‘qitish, qo‘llab-quvvatlovchi o‘quv muhiti

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СИЛА ПЕРСОНАЛИЗАЦИИ: ДОСТИЖЕНИЕ УСПЕХА С ПОМОЩЬЮ ИНДИВИДУАЛЬНОЙ СТРАТЕГИИ ДЛЯ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Преподавание английского языка может быть сложной задачей, особенно когда речь идет об удовлетворении индивидуальных потребностей учащихся в обучении. В этой статье исследуются преимущества персонализации в обучении английскому языку и приводятся практические советы и

стратегии для создания эффективного индивидуального подхода в классе. Применяя эти стратегии, учителя могут создать благоприятную и персонализированную учебную среду, которая поможет учащимся достичь своих языковых целей.

Ключевые слова: преподавание английского языка, индивидуальная стратегия, стили обучения, персонализация, вовлеченность в класс, мотивация учащихся, языковые цели, эффективное обучение, индивидуальное обучение, благоприятная среда обучения.

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Introduction

As an English teacher, one of the greatest challenges you face is how to engage and challenge every student in your classroom. You have likely found that no two students are the same when it comes to their learning styles, preferences, and abilities. However, there is a solution to this challenge: adopting an individual strategy approach that considers the unique needs of each student. By tailoring your teaching to meet the individual needs of your students, you can increase their motivation and engagement, and ultimately help them achieve their goals in the subject. In today's diverse and dynamic educational landscape, English teachers face the challenge of accommodating students with varying needs and learning styles. One teaching approach that has gained prominence in recent years is personalized instruction, which tailors teaching strategies to meet the unique needs, goals, and preferences of each student. This article explores the power of personalization in English language teaching, highlighting its benefits in enhancing academic outcomes, motivation, and engagement. We also discuss effective strategies for implementing personalized instruction and how technology can support this approach. By leveraging the power of personalization, English teachers can unlock success for each individual student, creating a more engaging, supportive, and effective learning environment.

Literature analysis

Several studies have investigated the effectiveness of personalized instruction in English language teaching. One study by Hwang and colleagues (2016) found that personalized instruction led to significant improvements in students' English proficiency, motivation, and self-regulated learning.[1; 175] Another study by Cavanaugh and colleagues (2017) examined the impact of personalized learning on English language learners and found that personalized instruction led to higher academic achievement and better language proficiency outcomes. [2;26]

A review of literature by Hock and Lee (2019) highlighted the importance of considering individual differences in learners when designing language learning activities. The authors emphasized that personalization can improve motivation and engagement by making the learning process more relevant and meaningful to each student.

Technology-based approaches to personalization have also been investigated. A study by Ke and Xie (2020) examined the effectiveness of adaptive learning platforms in personalized English language teaching. The authors found that adaptive platforms led to better learning outcomes and increased motivation among students. [3; 226]

Furthermore, research has shown that personalization can improve teacher-student relationships. A study by Klassen and colleagues (2013) found that when teachers personalize

their instruction, they build a stronger rapport with their students, which can lead to greater student engagement and achievement. [4; 681]

The literature suggests that personalized instruction can lead to significant improvements in English language teaching outcomes, including proficiency, motivation, and engagement. Effective implementation of personalized instruction requires an understanding of each student's needs, learning style, and goals, and can be supported by technology-based approaches. Personalization can also enhance teacher-student relationships, creating a more supportive and engaging learning environment.

Methods

There are several methods that can be used in this article to support the argument that personalization is a powerful tool for English teachers. Some of these methods include:

Providing case studies or examples of teachers who have successfully implemented personalized teaching strategies in their classrooms. These examples can demonstrate the benefits of personalization and provide practical tips and strategies for other teachers to follow.

Conducting surveys or interviews with students and teachers to gather data on the effectiveness of personalized learning in improving motivation, engagement, and learning outcomes. This data can be used to support the argument that personalization is an effective teaching approach.

Reviewing relevant academic research on personalized learning and its impact on student motivation, engagement, and learning outcomes. This research can be used to support the argument that personalization is an evidence-based teaching approach.

Providing practical tips and strategies for English teachers to implement personalized learning in their classrooms. These tips and strategies can be based on best practices in teaching and can be tailored to the specific needs of English language learners.

By using a combination of these methods, the article can provide a well-rounded and evidence-based argument for the power of personalization in teaching English.

Results

The results of this article would be to show the power of personalization in unlocking success for English language learners. The article would aim to demonstrate that adopting an individual strategy approach that considers the unique needs of each student can increase their motivation and engagement, and ultimately help them achieve their language goals. The article would also provide practical tips and strategies for English teachers to implement personalized learning in their classrooms, based on best practices in teaching and tailored to the specific needs of English language learners.

The article would aim to provide a well-rounded and evidence-based argument for the effectiveness of personalization in teaching English, drawing on academic research, case studies, surveys, and interviews. By presenting this evidence, the article would aim to persuade English teachers to adopt a personalized teaching approach in their classrooms, and to provide them with the tools and strategies they need to do so effectively. Ultimately, the results of this article would be to improve the learning outcomes and success of English language learners through the power of personalization.

Discussion

As English teachers, our primary goal is to equip our students with the skills they need to communicate effectively in the language. However, each student comes to us with unique

strengths, weaknesses, learning styles, and motivations. Therefore, employing a one-size-fits-all approach to teaching English is not always effective. Instead, personalization of teaching strategies is key to unlocking success for each individual student. [5; 104]

Personalized teaching refers to a tailored approach that is customized to meet the needs, goals, and preferences of each student. When teachers personalize their teaching strategies, they create a more engaging and supportive learning environment that can foster better academic outcomes, higher motivation, and greater self-confidence in their students.

The power of personalization lies in its ability to create an individualized learning experience that caters to the specific needs of each student. Personalized instruction takes into account each student's learning style, aptitude, and pace of learning. For example, some students learn best through visual aids, while others prefer hands-on activities. Some students may need more time to process new information, while others may grasp concepts quickly. By catering to these individual differences, teachers can create a more effective learning experience. [6; 102]

Personalization also enhances the relationship between teacher and student, building trust and respect. By taking the time to get to know each student and their unique needs, teachers can establish a more meaningful connection with their students. [7.] This connection can create a safe and supportive learning environment, where students are more likely to ask questions, express their concerns, and engage in classroom discussions.

In addition to improving academic outcomes, personalization can also have a positive impact on student motivation and engagement. When students feel like their teachers care about their individual needs and goals, they are more likely to be motivated to learn. Personalization can also help students to see the relevance and importance of what they are learning, making it more meaningful and engaging. [8; 202]

Implementing personalized instruction requires careful planning and preparation. Teachers need to assess each student's individual needs and learning style to determine the best approach. [9] This can involve pre-assessments, observations, and discussions with students to understand their goals and preferences. Teachers can then use this information to design activities and lessons that are tailored to each student's needs.

One effective strategy for personalization is differentiation. This involves varying the content, process, and product of learning to meet the needs of different learners. For example, teachers can offer different reading materials at different levels of difficulty, provide audio or visual aids to support learning, and offer different assessment options to allow students to demonstrate their understanding in different ways.

Technology can also play a significant role in personalization, with online platforms offering adaptive learning algorithms that can adjust to the individual needs of each student. Such platforms can provide personalized feedback, suggest activities, and track progress, allowing teachers to monitor student performance and adjust instruction as necessary. [10;205]

To sum up, personalization is a powerful tool for English teachers to unlock success for their students. By taking a tailored approach to teaching, teachers can create a more engaging and supportive learning environment that caters to the individual needs of each student. Personalization can enhance academic outcomes, motivation, and engagement, while also building trust and respect between teacher and student. With careful planning and preparation,

teachers can implement effective personalized instruction strategies that help their students achieve their goals and reach their full potential.

In this article, the discussion could focus on the benefits and challenges of implementing a personalized teaching approach in the English language classroom. Some possible discussion points could include:

The benefits of personalization: The discussion could explore the ways in which personalization can improve student motivation, engagement, and learning outcomes. It could also examine how personalization can help teachers meet the diverse needs of English language learners, and create a supportive and inclusive learning environment.

The challenges of personalization: The discussion could also explore the challenges that teachers may face when implementing personalized learning strategies. These challenges could include managing diverse learning needs, finding appropriate resources, and managing time and workload.

Best practices for implementing personalization: The discussion could also provide practical tips and strategies for English teachers to implement personalized learning effectively in their classrooms. This could include strategies for managing diverse learning needs, using technology to support personalization, and adapting lesson plans to meet individual student needs.

Evidence-based research on personalized learning: The discussion could also examine the academic research on personalized learning and its impact on student motivation, engagement, and learning outcomes. This could include a review of studies that have shown the effectiveness of personalized learning, as well as an exploration of the theories of learning and teaching that underpin the concept of personalization.

By exploring these discussion points, the article could provide a comprehensive analysis of the benefits and challenges of personalized learning, and equip English teachers with the tools and strategies they need to implement this approach effectively in their classrooms.

Conclusion

In conclusion, the power of personalization can unlock success for English language learners by creating a supportive and engaging learning environment that meets the unique needs of each student. Personalization can improve student motivation, engagement, and learning outcomes, and help teachers create a more inclusive and diverse classroom. English teachers can implement personalized learning effectively by following best practices in teaching, using technology to support personalization, and adapting lesson plans to meet individual student needs. They can also draw on academic research and evidence-based practices to inform their teaching strategies and ensure that they are meeting the diverse needs of English language learners. Overall, adopting a personalized teaching approach can lead to improved learning outcomes and success for English language learners. By providing practical tips and strategies for English teachers to implement personalized learning in their classrooms, this article aims to equip teachers with the tools they need to create a supportive and engaging learning environment that meets the diverse needs of their students.

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