PEDAGOGICAL-PSYCHOLOGICAL BASIS OF AN INDIVIDUAL APPROACH TO FORMING REPEAT COMPETENCE IN ENGLISH TEACHING

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Abstract

This article explores pedagogical and psychological aspects of organizing the process of forming repetition competence in teaching English based on an individual approach. The study considered L. S. Vygotsky's theory of cultural-historical development and the concept of the "zone of proximal development" as a methodological basis. The importance of the repetition methodology in the psychological development of students, the assimilation of knowledge and the development of independent speech activity was described. It has been scientifically proven that repetition exercises based on an individual approach increase the effectiveness of students in mastering the English language. As a result of studying international and local pedagogical experiences, effective methods for developing repetition competence have been identified. The conclusions presented in the thesis have theoretical and practical value in the development of foreign language teaching methodologies.
Keywords: repetition competence, individual approach, English language teaching, zone of proximal development, cultural-historical theory, internalization, speech activity, foreign language methodology

Introduction

In the modern education system, one of the important issues is the use of effective methods taking into account the personal characteristics of students in teaching foreign languages, especially English. In the current educational process, not only the transfer of knowledge is being limited, but also the development of students' skills of independent thinking, communication and conscious consolidation of the learned material is taking place. From this point of view, the repetition method is conceived as one of the main processes of mastering educational material.

Main part

In the process of developing the repetition competence, the use of an individual approach, taking into account the level of psychological development, preparation and abilities of students helps to increase the effectiveness of education. In the scientific explanation of this process, L. S. Vygotsky's theory of cultural-historical development and the concept of the "zone of proximal development" play an important methodological basis.

According to the theory of L. S. Vygotsky, human psychological development occurs through the social environment, communication and cooperation processes. The knowledge and skills of a child are initially manifested as external activity, and then pass into an internal psychic function. This process is carried out through internalization. Repetition in the educational process is one of the important tools that activates this internalization mechanism.

The concept of the "zone of proximal development" proposed by Vygotsky refers to the gap between the tasks that a student can perform independently and the tasks that they can perform with the help of adults or competent peers. When English language teaching is conducted in this area, the student's actual level of development gradually increases.

The effectiveness of the repetition method depends on how well the teacher organizes an individual approach. Since each student has a different memory speed, method of perceiving language material, and speech activity, repetition exercises should also be organized differently.

For example, some students benefit from oral repetition, while others benefit from written or visual repetition methods.

In foreign educational research, the methodology of repetition has been studied in depth from a sociocultural perspective. J. Lantolf, R. Donato, M. Poehner, in their previous studies, based on Vygotsky's theory, substantiated the importance of repetition in cooperative learning and supported learning. In their scientific work, repetition is understood not only as a mechanical movement, but as a cognitive process that develops through communication and activity.

Local pedagogical research specifically emphasizes the importance of an individual approach and repetition methodology. In the Uzbek education system, the importance of organizing repetition exercises taking into account the age and psychological characteristics of students in the process of teaching foreign languages has been emphasized in many scientific studies. Especially in primary and preschool education, the development of repetition skills is a key element of language acquisition.

The development of repetition competence directly affects the student's self-expression. Through the systematic and purposeful repetition of organized lexical and grammatical units, the student begins to be able to use them in free speech. This means, as Vygotsky showed, that the activity that relied on external support has shifted to an internal function.

Conclusion

In conclusion, the process of developing repetition competence in teaching English is successful only when it is carried out on the basis of an individual approach. L. S. Vygotsky's theory of cultural-historical development and the concept of the "zone of proximal development" serve as an important methodological basis for scientifically substantiating this process.

Organizing repetition methods in accordance with the individual capabilities and requirements of students, increasing cooperation and dialogue in the educational process, improves the quality of English learning.

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