

The Mechanism Of Teaching English To General Secondary School Students On The Basis Of An Individual Approach

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ABSTRACT

This article discusses the mechanism of teaching English to general secondary school students on the basis of an individual approach, its principles, pedagogical recommendations for developing students' language skills, and the distinctive features of integrative education in teaching English.

Keywords: Individual approach, student, teaching process, mechanism, school, integrative education.

INTRODUCTION

In designing the mechanism of teaching English to general secondary school students on the basis of an individual approach, it is necessary to take into account differences in students' age-related psychological characteristics, level of preparedness, interests, and learning pace. Therefore, when selecting linguistic knowledge to be taught in English, attention is paid to the suitability of form to the learner, as well as to the principles of purposefulness and problem-based learning in the content of education. Based on these principles, the essential language knowledge that ensures an individual approach in the conditions of a general secondary school is systematized in the following blocks.

1. Phonetic-orthoepic block. This serves to gradually develop the student's phonemic hearing and pronunciation skills: sound-letter correspondence, stress, intonation, minimal pairs, and correct pronunciation of words.

2. Lexical-semantic block. This includes frequently used words, collocations, and phraseological units relevant

to everyday and academic topics; it also covers thematic vocabulary selected according to students' individual interests (sports, technology, art, travel, etc.).

3. Grammatical-morphological block. A grammar minimum appropriate to age and level: tenses, sentence structure, modal verbs, articles, plural forms, pronouns, and so on. An essential requirement of this block is that grammatical units be taught in connection with communicative needs and speech situations.

4. Syntactic-discursive block. This provides sentence and text structures necessary for logical expression of ideas: conjunctions, cohesion, coherence, and the functional use of simple and complex sentences.

5. Pragmatic-communicative block. This develops the ability to use language forms appropriate to communicative situations and speech etiquette: greetings, requests, refusals, apologies, invitations, expressing opinions, agreement and disagreement, and other

functional speech units.

6. Linguocultural (cultural) block. This takes into account cultural context in language learning: everyday life, holidays, norms of behavior, and “cultural texts” appropriate to the school environment in order to naturalize foreign language communication.

7. Strategic-compensatory block. This develops students’ independent learning skills and strategies for overcoming language barriers: inferring meaning from context, using synonyms, paraphrasing, consulting dictionaries, self-monitoring, and reflection.

The blocks identified in this way define the substantive foundation of the mechanism of an individual approach in general secondary schools. According to students’ level of preparedness and interests, these blocks are differentiated; that is, the complexity of tasks, volume of material, and forms of assessment are organized variably and step by step in accordance with individual needs. As a result, the process of teaching English shifts from a “one-size-fits-all” model to a mechanism adapted “for each individual student,” thereby ensuring the pedagogical effectiveness of the individual approach.



Language proficiency as a result of integrative teaching

The analysis of English language textbooks and teaching aids designed for general secondary schools was carried out on the basis of a functional-semantic approach. This approach is aimed, taking into account students’ age and individual characteristics, at revealing not only the grammatical form of language units, but also their

communicative function. The results of studying the existing teaching-methodological experience made it possible to identify the content blocks of the mechanism for teaching English on the basis of an individual approach.

In particular, within the first—grammatical-functional block, the following language units necessary for general secondary school students were identified: the formation of active and passive (real and passive) voices and the main

grammatical means expressing them; word order in English (fixed positioning of words in a sentence); grammatical constructions expressing relations of place and time, cause and effect, sequence of actions, and conditions. These units were selected in accordance with students' speech needs, that is, in connection with everyday communication and learning situations.

Also, on the basis of the functional-semantic approach, it became possible to identify word-formation processes in English, the function of lexical units in speech, and the features of their use in communication. This serves for students to acquire vocabulary not only through memorization, but through meaning, function, and context. Under the conditions of an individual approach, these language units are presented in a differentiated manner depending on students' level of preparedness, and complex grammatical phenomena are taught step by step, based on the principle from simple to complex.

As a result, in teaching English, grammatical and lexical materials are selected in accordance with students' individual needs, and an effective mechanism is formed that serves to develop their communicative competence. This approach, while increasing the effectiveness of the process of teaching English in general secondary school conditions, also creates a basis for developing students' independent thinking and speech activity.

In teaching English in general secondary schools, integrative education is organized on the basis of the interrelatedness of language skills, being aimed at forming students' speech competence. In this process, although learning English is not directly integrated with other subjects, language teaching itself is carried out on the basis of the unity of phonetics, vocabulary, grammar, and types of speech activity. Therefore, in the conditions of general secondary school, grammatical materials are used not as an independent goal, but as a means of developing speech.

It should be emphasized that the development of students' oral and written speech cannot be effectively carried out without a certain grammatical basis. Because the main grammatical units in English are actively used in students' everyday communication and learning situations. In particular, the tenses Present Simple, Present Continuous, Past Simple, Present Perfect; degrees of comparison of adjectives; modal verbs; the infinitive of purpose; Past Participle forms; the passive voice; relative clauses; conditionals; as well as some nouns with irregular plural

forms serve as an important grammatical foundation in forming the speech competence of general secondary school students.

In the process of integrative education organized on the basis of an individual approach, these grammatical units are presented in a differentiated manner depending on students' age characteristics, level of preparedness, and learning pace. That is, grammatical materials are taught not in the same volume for all students, but step by step, according to speech needs, based on the principle from simple to complex. In this, grammatical units are acquired not in an isolated form, but through communicative situations, thematic dialogues, texts, and practical exercises.

Among other grammatical phenomena, special attention should be paid to the "Passive Voice" in English, because it is used more frequently in English than in many other languages. In using passive constructions in English, there are a number of specific cases that may cause certain difficulties for students.

In particular, in some cases, a unit that is an indirect object in an active sentence performs the function of the subject in a passive sentence. For example:

Babson & Wilson was offered an executive position in the project.

Also, with some verbs, while the prepositional indirect connection is preserved, the indirect object is used as the continuer of the passive action. For example:

The surface generated by preceding teeth is accounted for in the model.

In addition, in the process of translation into English, some verbs may become intransitive and therefore may be used in the passive voice. For example:

Heat exchanger size is adversely affected by the use of high molecular weight gases.

In another case, some sentences in which a short passive participle (Past Participle) is used as the nominal part of the predicate are expressed with an active verb when translated into English. For example: One measurement suffices for arbitrary pressures and rubber hardness.

These cases show that the functional possibilities of the

passive voice in English are broad and, in teaching it, require step-by-step explanation taking into account students' level of preparedness.

In the second block, the rules for reading and understanding graphs, diagrams, and simple formulas are explained. The need for this linguistic material is also explained by the wide use of various extralinguistic elements—tables, pictures, schemes, and graphs—in English textbooks for general secondary schools. In the process of reading or translating “for themselves,” students may not verbalize such elements, and the level of understanding does not sharply decrease.

However, when oral communication in English is carried out in the educational process, verbalizing graphs, formulas, and diagrams is of great importance. Because if a student cannot explain symbols and graphical information when expressing their opinion, communication will not be fully carried out. Therefore, expressing concepts related to graphs and schemes in words and presenting their content sequentially is a necessary skill for general secondary school students as well.

When the processes of generalizing and arranging concepts are carried out on the basis of the same regularities, mutual understanding among students is ensured. Familiar signs, symbols, and formulas form a certain information base for communication in English and facilitate communicative interaction.

The third block is focused on special language means necessary for developing students' written and oral speech in English, making simple presentations, and presenting their ideas coherently. This block is applied in an adapted form for general secondary school students and is implemented through short written assignments, oral responses, and topic-based presentations.

At the same time, the first two blocks are of a general character, and they can be effectively used in the process of teaching English to general secondary school students on the basis of an individual approach. The third block serves to develop students' speech activity and creates a foundation for their mastery of elements of academic language at subsequent stages.

An important distinctive feature of integrative education in

teaching English is determined by the priority of a functional approach in presenting and using language material. In this case, grammatical and lexical units are presented to students not as a set of ready-made rules, but as means that perform a communicative function. Below are some examples of how this language material can be incorporated into lessons in the conditions of general secondary school.

First, in integrative education, the classical approach is combined with the principle of minimalism. This principle provides explaining grammatical phenomena through generalized and short examples due to limited time in the learning process. The brevity and clarity of presentation is often also explained by the fact that students have become familiar with the basic grammatical rules of English in previous grades. Therefore, rather than giving complex theoretical explanations in class, the teacher pays more attention to using familiar grammatical phenomena in communicative situations.

1. Passive voice (Passive Voice). In scientific-educational and instructional texts, the person performing the action often is not of major importance. Therefore, sentences with an unspecified agent are widely used in such texts. In this case, verbs are mainly used in the passive voice. In English lessons in general secondary schools, the passive voice is used to express processes, phenomena, and results, helping students to understand the meaning “what happened?” rather than the question “who did it?”

Also, in describing various processes, for example, stages of an experiment, sequential actions, or natural phenomena, the use of the passive voice helps students correctly understand the text and present its content consistently. In lessons organized on the basis of an integrative and individual approach, the passive voice is taught depending on students' level of preparedness: first through simple structures, and later through practice in more complex sentences.

In our research, in teaching English to general secondary school students on the basis of an individual approach, we relied on the typology of concepts and terms of language material, as well as on the classification of levels of their acquisition and use. This classification makes it possible to determine the mechanism for step-by-step mastery of language units, taking into account students' age and individual characteristics.

№	Level of Mastery	Description of the Level	Content of Learning Activity	Participation in Learning English
1	Phenomenological level	Level of perceiving language units on the basis of visual, descriptive, and illustrative materials	Listening, observation, repetition, working with visual materials	Understanding the pronunciation of words and expressions, comprehension through pictures and objects, repetition of ready-made samples
2	Operative (reproductive) level	Level of applying acquired language units on the basis of patterns	Exercises, practical tasks, use of models, question-answer activities	Applying grammatical forms according to patterns, constructing sentences, creating short dialogues
3	Analytical level	Level of analyzing and distinguishing language units	Comparing, analyzing, identifying mistakes	Distinguishing tenses and grammatical forms, analyzing sentence structure
4	Synthetic level	Level of independently applying language units in new speech situations	Creating independent speech, creative tasks	Writing a coherent text based on a topic, expressing opinions
5	Communicative-practical level	Level of conscious use of language	Oral and written communication,	Expressing ideas freely, asking and

		units in real communication	role-playing games	answering questions, conducting communication
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As an optimal form for defining concepts and terms in a foreign language, it is important to determine the informational-semantic structure of the subject content, identify the main concepts encountered within this subject, and form a glossary of terms that provides for grouping them in a certain logical sequence. In the conditions of general secondary schools, such a glossary is compiled taking into account students' age and individual characteristics and serves for the conscious acquisition of concepts in English.

The essence of the content of the first block of linguistic knowledge is directly related to the form and objectives of integrative teaching of English with other school subjects, and it must be clearly defined in the curriculum. The language material selected within this block must correspond to students' level of knowledge, interests, and needs. In our view, the main principles that should be followed in this process include the principles of minimalism, the purposiveness of the topic, contextuality, and problem-based learning.

In addition, in teaching English, the principle of orientation toward students' needs and the principle of activity are of great importance. If the educational language material meets this set of principles, it can be mastered effectively and steadily in the process of students' active learning activity, on the basis of an individual approach. This approach, while increasing general secondary school students' motivation to learn English, also serves to develop their speech and cognitive activity.

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