

Complex Possibilities of Using an Individual Approach in Pre-School Education

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Abstract: This article provides information on the involvement of preschool children in education through an individual approach and their effective use, group work opportunities.

Keywords: individual education, approach, opportunities, pedagogical system, critical approach, group work, pedagogical-psychological opportunities.

What is an individual approach?

- When working in groups, when organizing educational work, when working individually with each student, their personal characteristics should always be in the focus of the teacher's attention.
- Even when communicating with the student, his peculiarities should be taken into account. Ta'lim jarayonida ham, uning qobiliyati, imkoniyatlari nazarda tutilishi kerak.
- When conducting pedagogical psychological processes, it is necessary to take into account the level of personal development of the student.

Advanced teachers have always paid attention to the issue of individual approach to children. Ya. A. Komensky made interesting discoveries and conclusions in this regard. In his pedagogical system, such important rules are clearly stated: the whole process of teaching and educating children should be structured taking into account their age and individual characteristics, these characteristics should be determined through systematic observations. Education should be such from a very early age that creative activity and initiative develop. Giving great importance to the individual approach, A.S. Makarenko did not recommend any special methods. The same method or technique can be used in different ways depending on certain conditions and individual characteristics of the student. A teacher must always select appropriate tools based on the situation, and each tool is only meaningful when used in isolation from the overall educational system. Critically using the pedagogical heritage of the past, famous Soviet teachers N.K. Krupskaya and A.S. Makarenko developed the theoretical foundations of the issue of individual approach to children. At the same time, N. K. Krupskaya considered it especially important to study the age and individual characteristics of children. He considered the development of individual qualities of each child as a mandatory and necessary condition for his comprehensive development. N.K. Krupskaya emphasized the importance of an individual approach in developing children's interests and abilities. First of all, he emphasized the need to develop such abilities, which play an important role in preparing children for life and practical activities, and are necessary for any profession. At the same time, he emphasized that these skills should be developed mainly from preschool age, not at school. A.S. Makarenko emphasized the complexity of the individual approach to children. He believed that it is necessary to pay attention to the positive qualities of the child in the process of education and upbringing. Therefore, first of all, it is necessary to determine the positive aspects of character and behavior

in each child and, on this basis, to strengthen his confidence in his own strength and capabilities. In this, the individual approach to preschool education is considered a base point.

Places of individualized education:

Individualization is the main strategy of the learning process.

- Personal development is ensured through individualization of the educational process.
- Implementation of each subject through individualization of teaching guarantees the expected result.

Individualization of teaching forms and integration conditions are created.

- ✓ Individualized education ensures the quality and efficiency of the educational process.
- ✓ In individualized education, the acquisition of skills, qualifications, and knowledge is based on the student's interest.
- ✓ The ability to work independently develops and improves the student's general academic skills.
- Therefore, the quality and efficiency of education is related to the student's effective independent reading, independent thinking and thinking activities aimed at mastering the educational content.
- Actual problems of increasing the effectiveness of education. Therefore, the quality and efficiency of education is related to the student's effective independent reading, independent thinking and thinking activities aimed at mastering the educational content.

Conditions and stages of implementation of an individual approach:

- A prerequisite for the implementation of an individual approach is an organic combination of a differentiated approach to each child with team education and formation. A very important condition for the effectiveness of the individual approach is to rely on a positive character, the characteristics of the child's personality.
- An individual approach requires a lot of patience from the teacher, the ability to understand complex aspects. In all cases, it is necessary to find the reason for the formation of certain individual characteristics of the child.
- One of the conditions for the proper implementation of an individual approach to a child is the unity of the demands placed on him by kindergarten and school staff and parents.
- Having an individual approach to children, the teacher should not forget that his task is not only to develop positive qualities in the child, but also to form personality traits.

One of the outstanding characteristics of preschool children is their activity and imitability. The main law of the child's nature can be expressed as follows: the child requires continuous activity, but he gets tired not of the result of the activity, but of the sameness and one-sidedness of the activity. From these words, it is clear that preschool children should not limit their activity, which is the basic law of nature, but should organize it according to the purpose. Through the relationship with adults and peers, the child begins to learn about moral standards, understanding of people, as well as positive and negative relationships. During this period, the child's speech begins to develop more rapidly. He feels the need to reinforce what he knows about the acquisition of news. Preschool children's needs and interests are growing rapidly. First of all, it is the desire to reach out to a wide circle, the presence of the needs to relate and play. Due to the fact that children of this age have mastered the speech somewhat and are extremely mobile, they have a need to interact with people close to them and their peers. They begin to strive for a wider range of relationships from a narrow one. The need to know everything increases. One of the strong needs characteristic of the nature of a child of this age is his desire to see things as new and learn them in every way. Also, the role of interest in children's life and their mental growth is also great. Interest, like need, is one of the motivating factors for a child's activity. Therefore,

interest can be called a complex mental phenomenon related to the cognitive process. The importance of interest in the development of a child is that the child tries to learn as much as possible about what he is interested in, and therefore does not get bored of doing what he is interested in for a long time. This, in turn, helps to develop and strengthen important qualities of the child, such as attention and will. In preschool children, the development of intuition, perception, attention, memory, imagination, thinking, speech, fantasy, emotions and will accelerates.

Although children perceive different things based on their visible signs, they do not analyze them deeply. With the help of adults, children have the ability to analyze pictures analytically. If the child cannot find an answer to his question or adults do not pay attention to his question, his curiosity begins to wane. Usually, any thought process arises due to being surprised by something, wondering, and as a result, various questions arise. Many parents and some educators, if children ask too many questions, say, "don't be too polite", "where did you learn such things?" As a result, the child reads and tries to understand as much as he knows. But some passive and shy children do not ask any questions. Adults themselves should ask questions to such children during various activities and trips and thus activate them. Any thinking usually starts with comparing, analyzing and synthesizing something. Therefore, we use this comparison, analysis and synthesis to activate and develop the thinking process. During trips to nature, children compare different things with each other and try to analyze and synthesize. Preschool children still struggle to perceive and evaluate personal characteristics, and they cannot give a certain conclusion about themselves.

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