

Pedagogical Opportunities for Implementing an Individual Approach to the Primary Educational Process

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ABSTRACT

This article describes the pedagogical possibilities of implementing an individual approach to the primary education process, the factors influencing this process, based on the fact that the need to organize the primary education process on the basis of an individual approach is related to objective conditions. The article also discusses the specific advantages and disadvantages of organizing the primary education process on the basis of an individual approach.

KEYWORDS: primary education, individual approach, objective conditions, factors, pedagogical opportunities, small school age student, intensive development, family upbringing, learning, play activities, work activities.

The need to organize the process of primary education on the basis of an individual approach is related to objective conditions. In recent times, people's attitudes towards universal values, including knowledge, are changing. There is a growing social need for the younger generation to consciously choose the content and forms of life from an early age, to make the right choice of their future profession, taking into account the psychological, physical, mental characteristics, personality traits and characteristics.

Successful implementation of educational tasks requires a qualitatively unique approach to the interaction of teachers and students in the educational process. Theoretical development and introduction of effective methods and techniques to take into account the individual characteristics of students is one of the possible ways to increase the effectiveness of the educational process in the modern school.

Radical reforms in education, the adoption of a personal-oriented approach to teaching as a priority principle requires a comprehensive theoretical substantiation and scientific and methodological support of the individual learning process, which is closer to the abilities and skills of the student.

The primary education period plays a leading role in this process. It is during this period that intensive personal development and qualitative changes take place. The early school age is sensitive to the formation of learning motives and the development of children's interest in learning, the mastery of social and moral rules.

In the encyclopedia of pedagogy is interpreted as "Method of individual approach - (lat. Individium - indivisible) method of implementing the pedagogical process taking into account the individual characteristics of the student (client, character, abilities, inclinations, etc.)" [1;311-b.].

In order to organize the process of primary education on the basis of an individual approach, the school must also move to a new form of work. In the process:

- establishment of various forms of extracurricular education;
- such as improving students' independent work and enriching their content.

Specific aspects of the organization of the primary education process on the basis of an individual approach

Convenience of organizing the process of primary education on the basis of an individual approach	Disadvantages of organizing the primary education process on the basis of an individual approach
-in the process of teaching there is an opportunity to take into account the uniqueness of each student; -students' interest in the learning process increases; -the importance of independent work increases; -in the process of completing individual tasks, the creative skills of young students are developed.	-in the classroom system, the teacher's ability to deal with each student individually is limited; -undermines the effectiveness of the educational process as a result of taking into account the interests of students in the teaching of this or that subject; -not all students in the class are able to master the learning materials on their own.

According to the age of students in the process of primary education; by gender; based on interests; according to the level of mental development; according to personal psychological characteristics; an individual approach can be applied according to the level of health.

According to U. Maksudov [2], the general lack of will in primary school students is also a feature of age: a small school student does not have much experience in long-term struggle, overcoming difficulties and obstacles to a set goal. The student in this period may become frustrated in failure, losing confidence in their own strengths and abilities. Often stubbornness, stubbornness is observed. Their usual reason is the mistakes of family upbringing. The child is accustomed to satisfying all his desires and demands, his demands are not denied. Perseverance and stubbornness is a form of child-specific protest against the strict requirements imposed on him at school [2; 20-b.].

The small school age period offers great opportunities for the development of a person's moral qualities. This is aided by students' obedience and certain credibility, propensity to imitate, and most importantly, the teacher's great reputation. Therefore, the role of the teacher at this age is huge, and his individual approach contributes to the socialization of the individual, the formation of moral behavior.

In addition, as a result of the application of an individual approach at a young school age, the mastery of moral norms and rules of behavior occurs, the social orientation of the individual begins to take shape.

The character of small school-age students differs in some respects. Often, they are very impulsive, as well as prone to act immediately on random situations, without thinking under the influence of impulses, urges, and without considering all the circumstances. This is due to

the need for active external stimuli in the age-related weakness of voluntary regulation of behavior, resulting in the need for an individual approach to the child's personality.

Thus, according to R.G. Safarova [3], today the age of primary school students is 6-7 to 10-11 years, and at this age the following new psychological products are observed - the randomness of mental processes, the internal nature of behavior. condition, reflection. In children of small school age during this period there is a transition from visual-figurative thinking to verbal-logical, conceptual thinking. In the pedagogical characteristics of students of small school age, children can be very emotional during this period, and the main task of educators is to purposefully increase children's motivation for future learning activities through their perception of the world.

In addition, the small school engages in activities such as play, labor, sports, and the arts during childhood. But learning activities are leadership. For children of primary school age, the reputation of the teacher is the most important condition for education. At this age, a child's self-esteem is greatly influenced by his or her mastery of learning activities. According to psychological and pedagogical research, in the early school years, children develop new relationships, such as "child – teacher", "teacher – child".

When the process of primary education is organized on the basis of an individual approach, the identity of each student of primary school age is expressed in his "I", in which the knowledge acquired at a certain stage of a student's life is reflected. In the early stages of a student's life, his perceptions of himself are manifested through his knowledge of what he should be, how he is perceived by those around him [4].

A number of factors influence the implementation of an individual approach to the primary education process:

- the establishment of a healthy social environment in society;
- the issue of ensuring the spiritual and moral maturity of citizens has risen to the level of public policy;
- systematic, continuous and consistent educational work is carried out on the basis of a specific goal;
- Orientation of the potential of educational entities to the realization of a single social goal;
- the leading role of the personality factor in the process of social relations, and so on.

Thus, when an individual approach to the primary education process is applied, the following is achieved:

- there is an opportunity to identify and diagnose small school-age students who have not found a worthy place in the community and have not been formed in accordance with the purpose;
- there will be an opportunity for teachers to support free learners, to focus on knowledgeable students;
- a decline in the overall level of teaching quality is prevented;

- there is an opportunity to work effectively with complex students who have difficulty mastering ethical norms;
- well-rounded students have the opportunity to move quickly in the learning process;
- students develop self-awareness, confidence in their abilities, and in the case of idle learners, they are inspired by the success of their studies, the desire to get rid of bad habits.

In short, each student is unique and unrepeatable as an individual. It is based on this uniqueness that it relates to those around it and to itself. The unity of consciousness and activity of a small school-age student is reflected in his actions and communication.

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