

FEATURES OF INDIVIDUALIZATION OF THE EDUCATIONAL PROCESS IN PROFESSIONAL METHODOLOGICAL TRAINING OF FUTURE PRESCHOOL EDUCATION TEACHERS

Azamatova Dildora Shukhrat kizi

Teacher of Chirchik State Pedagogical University

Abstract

The article analyzes the issues of individualization of the educational process within the framework of the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030. The interrelation of external and internal individualization mechanisms in the formation of an educational environment that meets the personal characteristics, needs and interests of students is substantiated. Individualization as a pedagogical process is carried out through the personal activity, reflection and organization of independent educational activities of the student, as well as through methodological and technological means used by the teacher. The issues of forming individual educational trajectories, taking into account the student's labor costs and increasing educational efficiency are revealed on the example of the credit-module system and the principles of ESTS. The results of the study indicate the need to strengthen the person-centered approach in higher education, expand students' opportunities for self-awareness and independent determination of their educational path.

Keywords: Individualization, higher education, individual educational trajectory, external individualization, internal individualization, credit-module system, ESTS principles, person-centered education, independent learning, educational effectiveness.

Introduction

BO‘LAJAK MAKTABGACHA TA’LIM TARBIYACHILARINI KASBIY METODIK TAYYORLASHDA TA’LIM JARAYONINI INDIVIDUALLASHTIRISH HUSUSIYATLARI.

Azamatova Dildora Shuxrat qizi

Chirchiq davlat pedagogika universiteti o‘qituvchisi.

Annotatsiya:

Maqolada O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish Konsepsiyasi doirasida ta’lim jarayonini individuallashtirish masalalari tahlil qilinadi. Talabalarning shaxsiy xususiyatlari, ehtiyojlari va qiziqishlariga mos ta’lim muhitini shakllantirishda tashqi va ichki individuallashtirish mexanizmlarining o‘zaro bog‘liqligi asoslab beriladi. Individuallashtirish pedagogik jarayon sifatida talabaning shaxsiy faolligi, refleksiya va mustaqil ta’lim faoliyatini tashkil etish bilan bir qatorda, o‘qituvchi tomonidan qo‘llaniladigan metodik va texnologik vositalar orqali amalga oshirilishi yoritiladi. Kredit-modul tizimi va ESTS tamoyillari misolida individual ta’lim trayektoriyalarini shakllantirish, talabaning mehnat sarfini hisobga olish hamda ta’lim samaradorligini oshirish masalalari ochib beriladi. Tadqiqot natijalari oliy ta’limda shaxsga yo‘naltirilgan yondashuvni kuchaytirish, talabalarning o‘zini anglash va o‘z ta’lim yo‘lini mustaqil belgilash imkoniyatlarini kengaytirish zarurligini ko‘rsatadi.

Kalit so‘zlar: individuallashtirish, oliy ta’lim, individual ta’lim trayektoriyasi, tashqi individuallashtirish, ichki individuallashtirish, kredit-modul tizimi, ESTS tamoyillari, shaxsga yo‘naltirilgan ta’lim, mustaqil ta’lim, ta’lim samaradorligi.

In the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, among the measures set out to expand the coverage of higher education and improve the quality of training of specialists with higher education, the following measures can be highlighted to increase the individuality of students in the educational process:

-gradual granting of academic independence to higher educational institutions to form and approve educational programs in accordance with the interests of students and the needs of personnel customers through the development of



curricula based on individual educational trajectories, aimed at developing creative thinking and practical skills in students;

-increase the share of independent learning hours, introduce methodologies and technologies aimed at developing students' independent learning, critical and creative thinking, systematic analysis, entrepreneurial skills, strengthening competencies in the educational process, orient the educational process towards the formation of practical skills, and in this regard, widely introduce advanced pedagogical technologies, curricula and educational and methodological materials based on international educational standards into the educational process.

Research into the mechanisms of the individualization process has shown that the direction of human development has individual characteristics. Personal development is not the influence of external factors, but the action of the individual himself, that is, he develops with deep involvement in various relationships.

The main condition for the formation of a personality is the involvement of a person in such activities that require him to solve problems of vital importance for himself, to undergo internal restructuring in this process, and to enter into multilateral relationships.

Individualization in the educational process can be imagined as a pedagogical process, which is characterized by the interdependence and mutual influence of its internal and external aspects. Therefore, individualization can be considered as a two-way process.

External individualization:

The external side of individualization is the adaptation of the content and forms of the educational process to the individual characteristics of the student, the provision of pedagogical support in order to develop his individuality, as well as the formation of motivation that encourages him to prepare for various changes and self-improvement.

Internal individualization:

The internal side of individualization is the student's internal efforts aimed at forming his individual aspirations, life strategies, and determining the path of development as a person. The main sign of internal individualization is the person's conscious desire to change himself.



An important feature of external individualization is that it is individually oriented towards each student. That is, each student perceives and assimilates the educational environment. The holistic perception of new information leads to the expansion of the inner world of the individual, its enrichment with content and meaning, and it becomes an internal source of development.

This process “begins with the student” - that is, it is manifested in the realization of individuality, creative self-expression, the formation of educational and professional plans.

External and internal individualization are interrelated and mutually reinforcing processes.

Their interaction provides students with the right to choose an individual educational path, to form and implement a personal educational trajectory.

The success of a student's educational development depends on:

Internal individualization - determined by personal-activity factors and the nature of the individual's own educational activity;

External individualization - determined by its intensity and nature.

The ratio of internal and external individualization at different stages determines the degree of individual and personal change of the student, stimulates his need for self-realization, determination of his own path.

As individuality and subjectivity are formed, the need for external individualization decreases, and the importance of internal individualization increases.

Taking into account the fact that individualization can be considered as a two-way process, we tried to conditionally divide its means into two groups:

External individualization means - methods and means used by teachers;

Internal individualization tools are tools used by the student to organize his own educational activities.

Such a separation indicates that both sides of individualization are closely interconnected.

Individualization tools

External side (teacher initiative)	Internal aspect (student activity)
– Organizing diagnostics and encouraging self-diagnosis	– Self-diagnosis
– Creating challenges and problem situations	– Self-analysis, reflection
– Providing guidance on planning individual educational activities	– Setting goals for activity (selepolaganiye)
– Encouraging goal setting, analysis and evaluation	– Possibility of independent choice
– Asking problematic questions	– Determining one's own path (understanding)
– Technological map, methodological tools	– Self-assessment
	– Independent decision-making
	– Planning one's own activities

According to Akhmetzhanov M.M. et al.: “Student’s labor input” in the credit-module system includes classroom lessons, independent work and other activities provided for in the curriculum. That is, ESTS credits are based on the full workload of students, not limited to classroom hours. Therefore, ESTS credits can be considered as a conditional - numerical expression of student labor input in academic subjects [23; 240-245-b].

The main principles of ESTS - imply the need to create conditions for the full development and realization of the individual abilities of a person. In explaining the need to organize individual education of students in the educational process based on the credit-module system, we rely on the following internationally recognized “ESTS principles”:

1. Transferability - this is the creation of conditions for the unhindered access of any person or organization to the ESTS system. These conditions are created through strong information dissemination, as a result of which an atmosphere of general novelty, clarity and openness is formed.

Information dissemination includes:

- timely provision of information to each other about the results of the studies of students included in the exchange scheme;



- regular exchange of information packages between higher education institutions, studying each other's capabilities within the framework of educational services;
 - availability of complete information about ESTS in higher education institutions.
2. Agreement - means mutual agreements between the student and the ESTS coordinators of both higher education institutions on the content of training, the procedure and terms of study, certification measures, procedures for eliminating differences in curricula. Modern teaching technology, equipment of higher education institutions, the presence of only highly qualified personnel in the teaching staff, and high quality of teaching are the initial requirements for ESTS. This system of organizing the educational process has its own characteristics.
 3. Credits - all subjects successfully passed at the Host University (receiving university) must be taken into account at the Home University (the university that sent the student to another higher education institution).
 4. Humanization of education - this means satisfying the needs of an individual for various educational services and developing human capabilities in the educational process. ESTS provides the opportunity to choose a higher education institution, subjects and teachers for continuing education.
 5. Individualization of education - this means that each student has an individual plan and educational programs. Subjects based on student choice make up 70%, compulsory subjects make up no more than 30%. The volume of independent work of the student makes up 70%, and the volume of work in the classroom makes up 30%. These indicators serve as the basis for organizing individual education.
 6. The effectiveness of education is ensured by combining classroom lessons with individual instruction in a group and independent work of the student. Allocation of 70% of the classroom time to individual instruction, as well as 70% of the total study time to independent work, allows students to master academic subjects at the level of their abilities. This ensures the effectiveness of education.

REFERENCES

1. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – T.: O‘zbekiston, 2017. – 488 b.
2. Mirziyoyev Sh.M. Tanqidiy tahlil, qat‘iy tartib-intizom va shaxsiy javobgarlik



– har bir rahbar faoliyatining kundalik qoidasi bo‘lishi kerak. – T.: O‘zbekiston, 2017. – 104 b.

3. Ibraimov X. I. O‘zbekiston oliy ta‘lim tizimida kredit-modul texnologiyalarini qo‘llashning o‘ziga xos xususiyatlari. Respublika ilmiy-amaliy konferensiya Fan, ta‘lim va amaliyot integratsiyasi 209-215 b.

4. Кирсанов А. А. Индивидуализация учебной деятельности как педагогическая проблема. - Казан: ЙУГУ, 1982. - 224 с. 72

5. Китайгородская Г.И. Индивидуализация самостоятельной работы студентов индустриально-педагогических факультетов по общей физике : автореферат дис. ... кандидата педагогических наук : 13.00.02 / Моск. пед. гос. ун-т.- Москва, 1997.- 16 с.: ил. РГБ ОД, 9 98-1/75-3

6. Taylanova Sh.Z. p.f.d., professor. Talabalarda o‘z-o‘zini rivojlantirish psixologik muammo sifatida. “Zamonaviy dunyoda pedagogika va psixologiya” ilmiy, masofaviy onlayn konferensiya. O‘zbekiston Finlandiya pedagogika instituti. 5.04.2023-yil. <https://doi.org/10.5281/zenodo.7804587>