



THE IMPORTANCE OF AN INDIVIDUAL APPROACH IN EDUCATION AND UPBRINGING

Elshod Xusanov

Assistant Teacher Shakhrisabz State Pedagogical Institute

Email: elshodhusanov110@gmail.com

Tel: (90)6392070

Abstract

This article examines the essential prerequisite for organizing individual educational work with children, which is understanding their fundamental intellectual and physiological characteristics. Among these, particular emphasis is placed on identifying the typological characteristics of the nervous system. The relevance of this issue is explained by the fact that, under conditions of globalization and technological development, applying the same pedagogical influences to children with different types of nervous activity may not be effective for each individual. As research methodology, analytical, comparative, and empirical approaches were employed. The results demonstrate that an individual approach to upbringing is one of the key factors in a child's development. As the author's scientific contribution, psychological factors influencing child upbringing were analyzed and practical recommendations were developed.

Keywords: Child, upbringing, individuality, methodology, psychological, nervous system, approach, education, society.

“The most important duty of teachers is to provide the younger generation with a solid education and to raise them as physically and morally mature individuals.”

Shavkat Mirziyoyev

President of the Republic of Uzbekistan

Introduction

In our republic, along with the increasing attention given to all stages of the continuous education system, including the preschool education stage, the proportion of preschool-aged children enrolled in preschool educational



institutions has been declining. In this regard, conducting targeted research can be considered part of the national scientific and technological programs and priority research areas.

An essential prerequisite for organizing individual educational work with children is knowledge of their basic intellectual and physiological characteristics, among which the typological features of the nervous system should be highlighted first and foremost. It is undeniable that applying the same pedagogical influences to children with different types of nervous activity may not be sufficient for each of them. What a child with a strong type of nervous system can easily cope with may be beyond the capacity of a child with a weak type. A child with inert nervous processes may surprise the teacher with slowness, whereas a child in whom excitation processes and high mobility dominate tends to be constantly restless. Therefore, educational work with such children should be based on taking their biological characteristics into account and should be aimed at fostering positive qualities in them.

For a child with a weak nervous system, the teacher should gradually increase the workload, thereby enhancing the efficiency of the child's nerve cells. Many representatives of advanced Russian and foreign pedagogy have paid attention to the problem of an individual approach in child upbringing. In the pedagogical system of J. A. Comenius, the great Czech educator, it was clearly stated that the entire process of teaching and educating children should be constructed with consideration of their age and individual characteristics, and that these characteristics should be identified through systematic observation. The outstanding Russian educator K. D. Ushinsky developed a broad methodology for an individual approach to children, forming the basis of preventive work aimed at developing good habits. At the same time, he emphasized that in the complex process of applying an individual approach to a child, it is impossible to provide any specific ready-made prescriptions, thereby highlighting the creative nature of solving this problem.

Degree of Problem Investigation

The problem of preparing preschool-aged children for school education is of socio-political significance. Therefore, a number of research studies have been conducted in this area within pedagogical theory and practice. In particular, the



issue of preparing children for school education within the family environment has always remained relevant.

Research Objective

The objective of the study is to develop methods for implementing an individual-psychological approach to child upbringing in preparing preschool-aged children for school, as well as to determine the requirements for and ways of ensuring their effectiveness.

Object of the Research

The object of the research is the process of applying and adhering to an individual-psychological approach to upbringing in preparing preschool-aged children for school.

Subject of the Research

The subject of the research is the theoretical and psychological foundations of an individual approach in the upbringing of preschool-aged children.

Research Methods

The following methods were used in conducting the research:

- scientific and theoretical study and analysis of historical, philosophical, moral, psychological, and pedagogical literature; examination of regulatory documents of preschool educational institutions and instructional and methodological manuals;
- observation;
- interviews;
- testing;
- generalization of results obtained through mathematical and statistical analysis.

Stages of the Research

The research was carried out in the following stages.

At the first stage, philosophical, pedagogical, and psychological literature related to the topic was studied; its content was analyzed; the requirements set for preparing preschool-aged children for school and the current state of their

implementation were examined; key theoretical concepts were systematized; and preliminary materials were collected for organizing experimental and pilot studies.

Scientific Novelty of the Research

- The theoretical foundations of requirements and compliance methods for the psychological upbringing of children in family settings during school preparation were developed and recommended for preschool educators and parents.

Degree of Study of the Specific Characteristics of Preschool-Aged Children in the Literature

The period from 3 to 7 years of age is considered the preschool age.

Taking into account the rapid qualitative changes in the psychology of preschool-aged children, this period can be divided into three stages:

- 3–4 years — early preschool age;
- 4–5 years — middle preschool age;
- 6–7 years — senior preschool age.

Significance of Considering Individual Characteristics in the Upbringing Process of Preschool-Aged Children

In the process of development, a child enters into a special and specific relationship with the world of objects and phenomena created by previous generations. The child actively assimilates and masters all the achievements of humanity. This includes mastering the material world and the actions performed with objects, language, interpersonal relationships, the development of activity motives, and the growth of abilities, which should be carried out with the direct support of adults. It is primarily from this period that the child's independent activity begins to intensify.

Use of Individual-Psychological Approach Methods in the Upbringing of Preschool-Aged Children

Spirituality implies the prioritization of high moral thinking over momentary impulses and needs.

An individual educational trajectory is a personal way of realizing a child's (learner's) potential in education and upbringing, encompassing the following dimensions:

- intellectual;
- emotional-volitional;

- activity-based;
- moral and spiritual.

Main Purpose of Creating an Individual Educational Trajectory (in Preschool Educational Institutions)

The main purpose of creating an individual educational trajectory is to establish conditions in preschool institutions that facilitate the positive socialization of preschool-aged children and support their social and personal development. This process is closely interconnected with the overall development of the child's intellectual, emotional, aesthetic, physical, and other capacities.

Use of Psychological Trainings in Classes for Preschool-Aged Children

Approximate Program for Preparing a Psychological and Pedagogical Profile for a Preschool Educator

1. "General Information about the Child" Section

This section should indicate where the child came from (family, another preschool institution), whether there were long interruptions in attendance at the preschool institution, and the reasons for them. The child's adaptation to the group should be assessed as: good; satisfactory; insufficient; poor; other.

2. "Family Characteristics" Section

This section should provide information about the parents. The following subsections should be completed:

Family composition: complete, single-parent, large family, presence of siblings.

Type of family:. a) **Well-functioning family** (parents are morally stable and possess a culture of upbringing);. b) **Dysfunctional family** (pedagogically incompetent: lack of unity in parental demands, insufficient attention to the child, cruel treatment, systematic punishment, limited information about the child's interests and behavior in kindergarten);. c) **Morally deficient family** (immoral lifestyle of parents, alcoholism, parasitism, criminal record, neglect of child upbringing);. d) **Conflict-prone family** (dysfunctional emotional climate in the family, conflicts, parents are nervous, harsh, and uncompromising).

Who raises the child: mother, father, grandmother, others.

Nature of parent-child relationships:. a) **Family dictatorship** (systematic suppression of the child's initiative and self-esteem);. b) **Overprotection** (satisfying all the child's needs, protecting the child from difficulties, worries, and efforts);. c) **Permissiveness** (avoidance of active participation in child

upbringing, passivity, recognition of the child's complete autonomy);. d) **Cooperation** (relationships based on mutual respect and shared experiences of joy and sorrow).

The Role of the Social Environment in Personality Formation

When discussing the role of the external social environment in the formation of personality, it is necessary to emphasize that certain abnormal phenomena fully confirm the decisive importance of environmental influence. In particular, this refers to rare cases in which human children have ended up in the environment of wild animals. Although such cases are extremely rare, they do occur in real life. For example, the Indian doctor Singh observed two human children running on all fours together with wolf cubs in a forest near Calcutta. After tracking them down and locating their shelter, he rescued the children and named them Amala and Kamala. It is noteworthy that, having grown up in a wolf environment from an early age, the children did not differ from wolves in their behavior and actions. Speech was absent, and consequently thinking was extremely limited. Despite great efforts to re-educate them, the children raised in the wolf environment died as a result of illness. This case clearly confirms that for a person to develop as a personality, a human—social—environment is essential.

The second factor influencing personality and its psychology is the impact of education and upbringing.

Conclusion

Individualization of education reduces the gap between the level set by the general educational program and the child's objective capabilities. In accordance with the State Educational Standards, the goal of an individual educational trajectory for preschool-aged children is to create motivation and favorable conditions for revealing the child's intellectual, emotional, physical, and creative potential.

References

1. Law of the Republic of Uzbekistan "On Education." Ma'rifat Newspaper, October 1, 1997.
2. State Requirements for the Education and Upbringing of Preschool-Aged Children. Tashkent: UzPFITI, 2000. Compiled by M. Rasulova, X. Abdurakhmonova, et al.



3. Preparing Children for School Education. Tashkent: UzPFITI, 1997.
4. State Standard of Preschool Education. Tashkent: UzPFITI, 1995.
5. “Bolajon” Basic Curriculum Program. Tashkent, 2010.
6. State Requirements for Preschool Education of the Republic of Uzbekistan. Tashkent, 2000.
7. Yusupova, P. Pedagogy of Preschool Education. Tashkent: O‘qituvchi Publishing House, 1993.
8. Khasanboyeva, O. U. Family Pedagogy. Tashkent, 2007.
9. Preschool Education Journal. 2006, Issue No. 3.
10. Nedopekina, Ye. T., & Nikolskaya, A. V. At the School Threshold. Tashkent: O‘qituvchi Publishing House, 1971.
11. Semenova, A. V. Uzbek Folk Outdoor Games. Tashkent, 1995.
12. Rasulova, M., & Abdullayeva, D. Psychological Readiness of Children for School. Tashkent, 2004.
13. “Our Main Task Is to Further Enhance the Development of Our Motherland and the Prosperity of Our People.” Tashkent: Uzbekistan Publishing House, 2010.