THEORETICAL FOUNDATIONS OF THE PROBLEM OF INDIVIDUALIZATION OF TEACHING AS A BASIC PRINCIPLE IN TEACHING

Ibragimov Sh.M.[1]
Ibragimov Shavkat Mamirovich.[1] *Senior teacher of the faculty of Information technologies,*
Fergana state university,
Fergana, Uzbekistan

Abstract: The modern concept of a higher education asserts that no longer has the right to limit its functions to teaching subjects. Its main purpose is to create favorable conditions for each student for the all-round development of his abilities and talent, for the purposeful manifestation of his individuality.

Key words: individualization, higher education, problem, approach, system, relation, development, principle.

Reforming the education system, the transition from the traditional approach in the educational process to the activity-based one, from the mode of functioning to the mode of development and self-development, testify to the real need to address the problem of individualization of education. The ideas of humanization of relations, freedom, revival of spirituality proclaimed by modern society allow us to look differently at the essence of the concept of "individualization" in order to determine true values and place new accents in the education system.

Currently, modern educational technologies have been developed to make the educational process more effective. For several years, we have been solving the problem of the strength of knowledge through the individualization of teaching as the basic principle of a modern approach to teaching.

The modern learning process is aimed at ensuring that learners not only assimilate a certain amount of knowledge, but also master the ability to independently navigate in the rapid flow of scientific and political information. This requires adapting teaching methods to the demands of life.

All activities of the lecturer are built through the lesson. It is in the lesson that we form knowledge, skills and abilities. They can be both special and creative, intellectual.

Today the higher school must change to meet the requirements of the state and society. The approaches to teaching must change, the content and principles of constructing textbooks, programs, and methodological recommendations must be rethought. New technologies should be introduced, i.e. Teachers of all countries are looking for ways to improve the effectiveness of teaching. In our country, the problem of individualization of education is being actively developed on the basis of research on the latest achievements of psychology, pedagogy and the theory of controlled cognitive activity.

Such a pedagogical innovation as "individualization of teaching" makes it possible to adapt the educational process to the individual characteristics of students, different levels of complexity of the content of instruction, and the specific characteristics of each higher school. Characterizing the individualization of learning.

Pedagogical dictionary: organization of the educational process, taking into account the individual characteristics of students; allows you to create optimal conditions for the realization of the potential capabilities of each student. Individualization of training is carried out in the conditions of collective educational work within the framework of common tasks and content of training. The problem of taking into account the individual characteristics of students is a traditional one for psychological and pedagogical science.

Psychological Dictionary: Jung's definition emphasizes three points:

1) the purpose of this process is to develop an integral personality;

2) individualization cannot be realized in a state of isolation, it presupposes and includes collective relationships;

3) individualization implies a certain level of opposition in relation to social norms that have no absolute value.

Scientists' different understanding of the essence of individualization of training, respectively, leads to different approaches to the practical implementation of scientifically grounded provisions on this problem. As proof of the multidimensional views on the problem under study, we present some approaches to defining the goals of individualization and the options for individualization considered in scientific works.

The process of individualization includes the following interrelated components: the implementation of an individual approach, the organization of educational activities, the upbringing of individuality. We consider it necessary to give a brief description of each of the components of the individualization process.

An individual approach is a principle of teaching and upbringing, which is based on taking into account the individual psychological characteristics of students in order to harmonize. Individual psychological characteristics of students are understood as relatively unchanging qualities of individuality, defined as character and temperament, inclinations and inclinations, focus and interest, manifested in the active activity of students.

The organization of educational activities provides for the creation of an educational learning environment, the creation of fundamentally new and changes in existing forms and methods of teaching, where, first of all, the individual characteristics and qualities of students will be taken into account.

The upbringing of individuality is carried out through the development of the child's creative potential, realized through the activation of the spiritual, emotional and intellectual spheres of the inner world of the individual.

Several approaches were predetermined in the disclosure of this concept. An analysis of the works of modern teachers and psychologists showed that, despite the fact that the ideas of scientists about individualization reflect only some aspects or reveal the content of individual structural elements of individualization, it is pedagogy that becomes the basis of all sciences that address the knowledge of individualization of teaching. The ideas of individualization of education were expressed by scientists throughout the entire period of formation and development

of pedagogy long before it was formalized into an independent scientific discipline. However, the ideas that received the most consistent presentation in the works of these authors originate from the statements of scientists and thinkers of the ancient world. The entire history of pedagogy can be viewed as a struggle between two views on the student's position. Supporters of the second position considered the student to be an equal participant in the learning process and gave his individuality the leading role in learning.

In the medieval East, sages paid special attention to the self-development of the individual. Ibn Sina (Avicena in Latin transcription) (980-1037) dreamed of all-round development and training, and he saw such a path in organizing joint study of pupils, introducing a spirit of competition.

At the present stage of the development of science, the problem of individualization of education has become interdisciplinary. Philosophers, sociologists, psychologists, educators, representatives of cybernetics and other scientists are engaged in the study of its various aspects.

Individualization of training can be carried out by:

1. Content, when the student has the ability to adjust the direction of the education he is receiving. The student gets this opportunity in the case of the application of training programs according to individual plans, within the framework of targeted training, when using elective disciplines, as well as the development of the activities of scientific societies of students.

2. The volume of educational material, which allows capable students to study the subject more deeply for cognitive, scientific or applied purposes. For this, individual work plans, agreements on targeted training, elective disciplines, and work in a scientific community can also be used. This is due to the introduction of a multi-level system of training specialists - the system of secondary and higher education, bachelor's and master's degrees. The time of assimilation, allowing for a change within certain limits of the rules for studying a certain volume of educational material in accordance with the temperament and abilities of the listener.

It is obvious that in the system of leading pedagogical concepts (goal, content, principles, methods and forms of organizing education and training), an individual approach cannot be considered either a goal, a task, or a content of educational work. An individual approach cannot also be a method or an organizational form of teaching and upbringing, since the forms and methods change depending on changes in the tasks and content of educational work, and taking into account the individual characteristics of a student in an effective educational process is always present. Thus, it is most correct to attribute an individual approach to the principles of education and training. The implementation of this principle presupposes a partial, temporary change in the immediate tasks and individual aspects of the content of educational work, a constant variation of its methods and organizational forms, taking into account the general and special in the personality of each student to ensure its comprehensive, holistic development.

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