

MECHANISMS FOR IMPLEMENTING AN INDIVIDUALIZED APPROACH TO PRIMARY EDUCATION

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ABSTRACT

This article analyzes the role and importance of the individual approach to primary education as well as the various mechanisms for its implementation.

Keywords: Educational environment, educational systems, modern pedagogical technologies, educational activities.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the psychological and pedagogical literature, the concepts “educational environment”, “professional space”, “methodological space”, “cultural and educational environment”, “information and educational environment”, and others are widely used. “Space” and “environment”, although they are close, but not synonymous. If we turn to philosophical sources, we can find two understandings of space, which still form the basis of modern ideas. The first belongs to the philosopher F. Bacon, according to which "the space is empty by nature, but it is filled with bodies." The second concept of the nature of space belongs to another Descartes. According to his worldviews, “space is an environment in which not only separate bodies are represented, but also the interactions between them.” In the modern sense, space is a set of objects between which relationships are established, determined by the functional specificity of these objects, by the distance between them. The educational space is the result of constructive pedagogical and managerial activities; it must be able to create (L.I. Novikova). The educational space is also considered as a set of interconnected conditions in a certain way that can affect the education and development of a person (V.A. Educational space means a system of possible communication networks that can influence students under certain conditions, but it does not always mean the inclusion of students in them, since this space can exist independently of them (E.A. Rakitin, V.Yu. . Lyskova).

Thus, the educational space is the place (conditions) where (or under which) the development of a person or qualitative changes with him can occur. Educational space is a constant and static category. It can exist in an unchanged state for a long time. The educational space is regulated, defined by the educational space. (Bondyрева S.K., Gershunsky B.S., Serikov G.N. et al.) ”. All activities within this space are normalized. However, the structure of the educational space is such that it contains an educational environment with certain given conditions. The environment provides space with objects, means, conditions for the development of subjects of educational space. And here we should consider in more detail the concept of the educational environment.

The environment is a part of space that objectively or subjectively affects a person. The educational environment of the school is a given, environment, set of external conditions and influences that can be used (Yu.S. Manuylov). The environment is considered as a set of relations that develop in it between the subjects of education (Yu.V. Vasiliev, E.V. Ignatovich) The environment is a condition for the existence of educational systems (G.N.Serikov). Thus,

space is a wider object of reality than the environment. The environment finds itself in contact with the subject, that is, it represents that part of the space with which the subject is in interaction.

The educational environment also presupposes the presence of communication networks that ensure the development of a person, but at the same time, his presence in the environment, mutual influence, interaction of the environment with the subject of training and education are assumed. The educational environment of the school is a part of the educational space in which the student is included and in which he carries out his own activities. It is created both by educational systems as a whole at the federal, regional and municipal levels and within the framework of the functioning of a separate educational institution included in these educational systems.

There are several interrelated levels of the educational environment:

- 1) global level (global trends in the development of culture, economy, politics, education, global information networks);
- 2) the national level (educational policy, culture, national education system in a particular country);
- 3) the regional level (educational policy of the region, strategies, innovations, traditions, etc.);
- 4) local environment (educational institution, microculture, microclimate, immediate environment, family). Named local educational environment has the strongest influence on the formation and development of man.

The essential characteristics of the educational environment of the school are:

- social-partner interaction with subjects of the educational process, public organizations, the system of additional education of children, with educational organizations, enterprises, etc .;
- openness as a combination of internal and external environment in the context of access and exchange of information and media resources;
- taking into account individual educational interests and needs of students;
- developing character, determining the possibility for self-determination, self-regulation and self-realization of students and teachers.

Researchers note that the educational environment of the school is formed by the teacher (he determines the content of the curriculum, the choice of textbooks, teaching methods, communication style, etc.); the teaching staff of the educational institution (it determines the general requirements for students, the traditions of this educational institution, the relationship between the teaching and student groups, etc.); the state as a public institution (it determines the material support of education in general, the social order for the formation of a particular system of knowledge and views): students and their parents; social and educational partners of the school. The educational environment is the area of their joint activity designed and created by the subjects of education (teachers, students, their parents, social partners of an educational institution, etc.), where certain connections and relationships begin to build between them and educational systems (their elements), ensuring realization of personal and social goals of education. The environment is objectively the product of various types of activities of the entities existing in it and the relations between them 1; 3; 4.

Analysis of existing approaches to the allocation of components of the educational environment allowed us to consider the main ones: the information component: provides an information field to meet the educational needs of students; the social component determines the quality of interaction between the subjects of the educational process. This component is determining in

the system of enriching the student's experience in identifying and assigning value and semantic orientations; the technological component includes the educational activities of the subjects and is aimed at achieving a positive result.

The educational environment provides: substantive, methodological, technological integrity of the educational process; effective implementation of GEF (planning the educational process and its resource support, monitoring); individualization of the learning process, education and development of the personality of students; interaction of participants in the educational process; network interaction of the school with other organizations of the social and educational sphere; support for the activities of the teacher.

The definitions discussed above, in our opinion, fully reflect the essence of the educational environment. At present, the educational environment is acquiring a new meaning, we began to talk about the educational information environment and the cultural and educational environment of the school. The cultural and educational environment of the institution is considered as a pedagogically expediently organized environment in which pedagogical goals correspond to cultural and historical traditions and are determined by them, acts as a means of training, education and personal development of students. The cultural and educational environment is a combination of conditions and opportunities for personal development defined the quality of the functioning of educational and cultural-leisure institutions and the socio-cultural environment.

The cultural and educational environment of an educational institution consists of: elective and elective courses; subject circles; subject weeks; research work, research student societies, circles; school and district olympiads; contests, olympiads; correspondence, full-time and distance learning; institutions of additional education (centers of children's creativity, interest clubs, etc.) The information and educational environment is an area and an integrated means (resource) of the implementation and implementation of the educational process and educational interaction, which, under the influence of informatization, has become information - information and educational, information-cognitive, information-activity and information-communicative. The educational information environment of an educational institution includes: a set of educational information resources, including digital educational resources; a set of technological means of information and communication technologies (ICT): computers, other ICT equipment, communication channels; a system of modern pedagogical technologies that provide training in a modern informational and educational environment 2; 5.

A properly organized information and educational environment of the school, in particular the competent use of ICT in the educational process, allows for individualization and differentiation of education at a new level, to increase student motivation, to provide visual representation of almost any material, to teach modern methods of self-knowledge. The more diverse the school educational environment, the more effective is the process of individualization of the student's personality development process, taking into account the individual capabilities of each student, his interests, inclinations, subjective experience accumulated in learning and real life. At the same time, the same environment can be educational for one student and completely neutral for another. The student has a chance to form his educational environment within the boundaries of a certain educational space, choosing educational institutions or self-education. The educational environment is a condition and means of individualization of education, upbringing and development of schoolchildren.

The conditions for the effective organization of the educational environment of the school in order to individualize the process of development of the personality of students are the following:

1. Development and implementation of a mechanism for the integration of social and educational institutions, enterprises in the educational environment of the school, the balance of interests of all institutions included in the educational environment.
2. Organization of network interaction of the school with other organizations of the social and educational sphere.
3. The willingness of teachers (psychological, theoretical, methodological, technological) to individualize the process of development of the personality of the student in the educational environment.
4. The willingness of teachers and school leaders to develop individual educational programs.
5. Preparing teachers for using the resources of the information-educational and cultural-educational environment in the process of individualization of a student's personality development.
6. Strategic management of the process of creation, development and correction of the educational environment of the school, aimed at individualizing the process of personality development of students based on the analysis and use of the potential of the school and the teaching staff, and flexible response to requests from students and parents □ 6.

The educational environment is a resource for the development and improvement of the educational process, which allows the educational institution, regardless of material resources and the degree of infrastructure development, to provide a high-quality solution to its goals and objectives in the context of the transition to new educational standards. Educational environment – this is not something once and for all given. This is a phenomenon that is in constant development and change. If we want to achieve efficiency, we must think about how to organize, develop and adjust this environment.

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