Advantages of Individual Teaching

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Abstract

We can face many major challenges in the education system today. But a special place among them is the teaching of children, which allows an individual approach to education. An individual approach to the process of educating a child is necessary to change the "internal conditions" for any pedagogical impact to break through the individual's personal abilities. This factor, in addition to the process of education and training, loses its effectiveness.

Keywords: education system, individual approach, pedagogical impact, individual's personal abilities, pedagogical skills, child's behavior, psychological characteristics.

I. INTRODUCTION

The main goal of our society is the full development of all citizens. This problem can be solved only by determining the creative potential of the person, as well as the highest level of development, the formation of his personality. After all, everyone who really needs to disclose, this is to "do" themselves. And this is not only the purpose of his life, but the main task of the whole society.

Moreover, as an individual approach to education, this form of education as a community is not against a principle, for example. And this is confirmed by scientific research. There is a "because" man is clearly "we".

The individual approach to training and education is not a long one-off phenomenon. They must affect the whole system, the child. In this regard, such an approach can be called a general rule of education for the younger generation.

II. LITERATURE REVIEW

As well as the individual approach to education, such as education, aimed at strengthening the positive character traits of the individual and the elimination of his behavioral shortcomings. Having sufficient pedagogical skills and timely implementation of the intervention can prevent such a painful and unnecessary process in the future.

The individual approach to education requires a lot of patience in adulthood, as well as the ability to properly understand the different manifestations of the child's behavior.

The individual education approach, as well as education, is part of the pedagogical process. At the same time, children are participating in activities aimed at mastering the material of the program.

III. Analysis

The nature of individual approach.

The appeal to the specific personality of the child should be present at every stage of educational and enlightenment work with children of all ages. What is the essence of such an individual approach? The direct pedagogical impact of the child is expressed when solving the common tasks facing the team. In this case, the teacher or educator must take into account the living conditions and psychological characteristics of the person.
It is safe to say that the individual educational approach is also central to the pedagogical practice of the principle of education. To do it you need to be an adult:

- knowledge and understanding of students;
- loving their children;
- can reflect and analyze;
- adherence to a strict theoretical balance.

The teacher must always keep in mind that the child samonatselennym is the subject of their own development. However, he always needed adult support.

The approach to individual education, as well as taking into account the psycho-physical aspects of the implementation of education cannot be imagined. Let’s look at the factors in more detail.

**Level of intellectual development.**

The first aspect that should be taken into account is an individual approach to teaching preschool children and students of educational institutions.

The teacher should check the child's level of mental development. This is necessary for a more successful study. If this figure is high, then the readers quickly perceive and understand the material well and realize again, and then hold it long in memory. The knowledge gained in such a case can be used to successfully complete future jobs.

The individual approach to their education based on the level of mental development, construction teacher, recognizing the child's upbringing and his closest zone of influence. In this case, an adult does not need to differentiate the task itself, and care is best, he offers the child. For example, some students not only produce activities, but also explain the progress of their performance peers. Others were able to perform the task, following a certain algorithm.

**Type of nervous system.**

This is the second aspect that should be considered when implementing an individual approach to a child. According to modern researchers, the peculiarities of the human nervous system have a genotypic nature.

In other words, they have virtually unchanged and stable personality traits. It can therefore be a factor that does not take into account the data.

The main features of the nervous system: mobility, laziness and weakness.

**Type of thinking.**

This is the third and most important aspect, as the teacher takes an individual approach to learning when it needs to be taken into account. Children, like adults, solve their tasks in different ways. Some of them have your analytical opinion. This verbal-logical abstract thinking finds its expression. Another easy image to think of, in this case it manifests artistic thinking.

There are people who have these two components out of balance. In this case we can talk about a harmonious mind. The existing differences are due to functional imbalances in the cerebral hemispheres. This should be taken into account by the teacher, as it will be an individual approach to students or preschool education.

For example, children with an artistic type of mind begin to perceive all material only after they are emotionally activated. First, they are based on images and ideas, and only then analyze all the elements and they draw their own conclusions.

As children build a logical chain, the type of thinking begins to solve the case. They analyze all
the components and characters imaginatively. Their problem-solving algorithm is dominated by logical thinking. The emotional coloring of the pieces, as a rule, simply prevents them from thought.

*Psyché method.*

This is the fourth and also an important aspect that is taken into account by the teacher with an individual approach to children. By observing the behavior of the child, we can see that the way in which he perceives the world has a great impact on his level of adaptation to the educational society, physical development and progress.

Following this aspect of the age, which can already be predicted closely, the problems faced by the child in school. Parents, supervising educators and psychologists know the path of science, which can properly build games and activities with your child. In this learning process, we get the maximum benefit.

Information perception can be visual, auditory and kinesthetic. First of all, the education of the child should be done due to the visual perception of the information provided. The type of hearing means it is easy to remember the student in the discussion of all materials. Some children did not perceive information only as a result of their activities. In such cases, it is possible to talk about the type of kinesthetic perception of the world.

*Health condition.*

This aspect is especially important in those cases when education and somatic development should be organized in the education of children with physical disabilities and diseases. But the teacher must always take into account the psychological characteristics of children, such as fear and anxiety, tragedies and neuroses. The inability to adequately assess all these mental and physical characteristics of students is a great detriment to their own health.

The teacher should know that it can be associated with factors such as mental disorders in children:
- Somatic diseases;
- Defects in physical development;
- Stress and various negative factors related to life, social conditions.

*Age features.*

What else does a teacher have to take into account in the teaching process? It should be remembered that each person's personal development reflects the characteristics of his age. Looking back over the years, a person has in mind a number of his interests and needs, as well as social consequences. Each age has its own limitations of development and opportunities. For example, the most rapid memory and ability to expand during childhood and adolescence. If this is not taken into account in the process of education and upbringing, time is wasted. It is very difficult to use the opportunities of this period in the later period. But at the same time, the teacher should not be both we, acting on the spiritual, intellectual and physical development of children. It is important to take into account the possible age of the body.

*Physical education.*

Modern scientists, based on the results of research, have passed a surprise. They found a direct relationship between a person’s mental, physical and spiritual development. This influence on the formation of personality is the first. Physical perfection allows you to develop the organs of vision, hearing and feeling. In addition, it is closely related to spiritual and labor education. It strongly depends on the health of the child in the activity, and vice versa.

Games played with children and help strengthen their will, discipline, organization and other
spiritual qualities. Physical education is related to aesthetic education. Perform each exercise to make the body beautiful. Human movements are agile. Position and walking - right.

The individual approach to physical education in children has aroused interest in active movement in the fresh air and, therefore, for cultural and hygienic nature skills.

Spiritual education is the formation of moral standards in children during childhood and adolescence. They gain experience and develop their behavior towards people. Through the moral upbringing of the child, the teacher can shape the character and influence the will of the child.

V. CONCLUSION

The principle of an individual approach to the upbringing and education of children is shown, the teacher must know:

1. Features of health and physical condition of the child. It will depend on his attention to the big lesson, the lesson and the overall performance.

2. Characteristics of memory, interests and inclinations of students. Given these features, it is loaded with a stronger additional work, and with weak support, it becomes much easier for the child to take an individual approach.

3. Observations and identification of students from the painful response to increasing nervousness in the mental-emotional field children; understanding the nature of the child allows the organization of the most effective collective action.

The children received a teacher on the basis of a thorough study of all the factors, creating the necessary conditions for the successful use of each feature only the preparation of knowledge and the educational process.

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