

BASIC PRINCIPLES OF A PERSONALIZED APPROACH IN EDUCATING PRESCHOOL STUDENTS

Abdurakhmonova Mukqaddas Oblaqulovna,

Director of the State Educational Service No. 14 of the Gijduvon district of the Bukhara region.

Yuldashova Gavkharkhon Abdumukhtarovna,

Director of the State Educational Service No. 22 of the Kuva district of the Fergana region.

Kalonova Zulfiya Batyrovna,

Director of the State Educational Service No. 506 of the Mirabad district of the city of Tashkent.

Abstract: This article reveals the theoretical and practical approaches of the educator in preschool educational organizations in the formation of the child's personality. The stages of the formation of the educator-child relationship and its specific aspects are analyzed.

Keywords: Child, Person-centered approach, Education, Model, Traditional approach.

It is known that in New Uzbekistan, the preschool education system has begun to be reconstructed - the authoritarian education system is moving to a person-oriented model of pedagogical process construction. The main foundation of the personality is laid in the first seven years of a child's life. In this regard, in the formation of the child's personality, the qualities and characteristics formed in the child at preschool age do not change later.

Children on earth, no matter what country they are in, have to go through a difficult life in a rapidly developing world. The world is changing very quickly, living and working conditions are changing, new professions and technologies are emerging as a result of scientific and technical inventions. In the twenty-first century, a person must constantly change, learn new things throughout his life. We need to start preparing for these drastic changes, teaching them to enrich their knowledge and experience necessary for life in the world from preschool age.

A person-oriented approach involves creating an educational environment where children's real personal interests and needs are realized, and where children effectively accumulate personal experience and knowledge.

A person-centered approach is the focus of the educator on the integral personality of the child, his attention not only to the development of intellectual abilities and a sense of civic responsibility, but also to the development of a spiritual person with emotional, aesthetic, creative inclinations and development opportunities. Such recognition of the main value of education is the unique formation of the personality. We must give each child the right to choose their own path of development based on the identification of their characteristics, life values, aspirations.

It is assumed that the center of activity of person-centered education is the learner himself, that is, the child as a person - his desires, intentions, goals, unique small life experience. In this regard, the educational process should be directed from the model of education “transfer of knowledge from an adult to a child” to a model “where the child’s initiatives are welcomed and the child actively participates in the educational process.”

The purpose of personality-oriented education is to introduce the mechanisms of self-awareness, development, adaptation, management, protection, and upbringing necessary for the unique formation of the child.

The personality-oriented education model is to overcome the educational and disciplinary approach to the child familiar to our education system, to equip teachers with the skills of cooperation with children, as well as new pedagogical technologies. It means recognizing the rights of the child, since he is a full member of society, like adults, and taking a pedagogical position not “from above”, but side by side and together.

Differences between traditional and person-centered approaches

Traditional approach	Person-centered approach
Childhood is the stage of preparing a child for future life. The main task of preschool education is to prepare a child for school.	Recognizing preschool childhood as a unique period in a person's life. The main task of a preschool educational organization is to preserve the life and health of the child.
Manipulative approach to the child. The motto of adults: "You do the same!"	The child is treated as an equal partner in the partnership. Adults are motivated by the interests of the child and his future development.

The principle of self-expression - every child has a need to demonstrate his intellectual, communicative, artistic and physical abilities. It is very important to encourage and support the child's desire to demonstrate and develop his natural and social abilities.

The principle of individuality - creating conditions for the individual formation of the child's personality is the main task of the educational organization. It is necessary not only to take into account the individual characteristics of the child, but also to contribute to his further development in all respects.

The principle of subjectivity - individuality is inherent only to people who have subjective forces and skillfully use them to build activity, communication and relationships. It is necessary to help the child become a real subject in the life of the group, to form and enrich his personal experience.

The principle of choice - without choice, the development of the child's individual characteristics and subjectivity, the manifestation of his abilities is impossible. It is pedagogically desirable for the child to live and be brought up in conditions where he has a constant choice, subjective competence in choosing the purpose, content, forms and methods of organizing the educational process. This is precisely why an open developmental environment (development centers) is necessary in preschool groups.

The principle of activity, creativity and success is to encourage the child to succeed. This is to include the child in play activities in order to stimulate an active life position. It is extremely important for the child to be maximally oriented towards creativity in his play and productive activities, to gain experience in his own creative activity. Individual and collective creative activities allow the child to identify and develop his individual characteristics. Thanks to creativity, the child reveals his abilities, learns the "strong sides" of his personality. Success in a particular type of activity helps to form the positive sides of the child's personality, the concept of "I".

The principle of trust and support - it is important to enrich pedagogical activity with humanistic, person-oriented educational and upbringing technologies. It is necessary to support the child's confidence, self-awareness and aspirations for his "I", not to impose excessive demands and excessive control. Internal motivation, not external influences, determines the success of teaching and educating a child.

The principle of a differentiated approach - solves the tasks of effective pedagogical assistance in improving the personality of students, helps to create special pedagogical situations that help to reveal the psychophysical, personal abilities and capabilities of students. The child develops depending on his nature, health, mental and physical structure, abilities and inclinations, perception.

The implementation of these principles involves creating a common psychological space, organizing the educational process through play and as a form of working with children, discussions, conversations, joint observations and experiments. The task of the educator is to use the principles of effective communication.

Person-oriented technologies determine the methods and means of education and upbringing that correspond to the individual characteristics of each child. At the same time, they change the attitude and organization of children's activities, use various teaching aids. In this regard, it is necessary to dwell separately on the following processes:

- research (search for problems, learning through discovery, experiment);
- communicative (discussion, speech development, fantasy, oratory);
- game (learning through play, fairy tales, situations, staging - entering fantasy);
- psychological (self-determination - teaching the child to choose, self-management, self-defense, self-education);

-activity (the child learns knowledge not in a ready-made form, but in the process of education and upbringing on his own. The structure of education and upbringing includes a system of active steps);

-reflection (preservation of individuality, creative creativity, preservation of personality as a person in any activity, a means of self-determination)

In conclusion, in the formation of the child's personality, the scientific and pedagogical competence of educators working in a preschool educational organization must be fully formed. Because the child's personality is made up of very subtle concepts. It is precisely the educator who must be able to find these subtle concepts of the child and form them in the child's self. In this regard, the educator must be able to find the core of education imbued with national and universal values, and apply it in the formation of the child's personality. The educator's task should be to teach the child not just as a task to pass the time, but to be able to apply the basic principles of education addressed to the child's personality in his own life and to develop it.

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