

INTELLECTUAL DEVELOPMENT OF PRIMARY CLASS STUDENTS IN THE EDUCATIONAL PROCESS BASED ON INDIVIDUAL APPROACH - SOCIAL PEDAGOGICAL NEED

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Abstract: This article shows the theoretical issues of intellectual development of primary school students based on an individual approach, and it is mentioned that it is one of the current issues.

Key words: Intelligence, knowledge, excursion, development, natural sciences, competence.

We consider our healthy and well-rounded young people to be the decisive force in building New Uzbekistan. For this purpose, we will create a new system to realize their potential in knowledge, culture, art and sports, and to encourage entrepreneurship. I will say again and again: the main pillar of the new Uzbekistan will be knowledge, education and training! " will be introduced. In addition, 500 talented young people are sent to the most prestigious foreign universities to study at the expense of the state in bio-technology, artificial intelligence and other high-tech areas. 200 million dollars will be allocated for this purpose. The activity of our youth, the fact that they are not indifferent to the fate and development of our country, and look to the future with great hope and confidence, gives us all pride and pride. We often say that today's Uzbekistan is not the Uzbekistan of yesterday. First of all, we will see the proof of this in the form of our youth, in their achievements and victories - President Sh.M. Mirziyoyev addressed the youth of Uzbekistan in his pre-election speeches.¹

In this regard, today it is a historical and social necessity to determine the didactic parameters of the method of developing the intellectual potential of elementary school students based on an individual approach and introduce them into the educational system. In the 21st century, the intellectual potential is rapidly developing. At the same time, educating elementary school students as mature staff in the future is of particular importance, especially the issue of developing the intellectual potential of elementary school students on the basis of an individual approach in the example of natural sciences is one of the topical issues of today. In today's process of rapid development of modern educational technologies, the United States of America, Finland, Germany, Russia, South Korea, and the Netherlands pay special attention to the individual approach to educating students.

Today, in the world education system, research is being conducted to make the growing young generation individually healthy and broad-minded in all aspects. A number of activities are being carried out to develop the ability and personal competence of students.

¹ <https://daryo.uz/>

Currently, special attention is paid to such things as improving the quality of education based on modern requirements, updating educational programs and teaching-methodical literature of general education schools based on international requirements, and introducing advanced pedagogical and information technologies into the educational process. being directed. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5712 of April 29, 2019 "Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" improves the teaching methodology and gradually introduces the principles of individualization into the educational process. - step-by-step implementation, formation of strong motivation to study in students, teaching and evaluation methods based on competence approach, development of critical thinking, independent search for information, analytical skills and qualifications [2]. Decree No. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan"[3], Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated March 15, 2017 "General No. 140[7] of "On Approval of the Regulation on Secondary Education", dated April 6, 2017 "Approval of State Educational Standards of General Secondary and Secondary Special Vocational Education" on" Resolution No. 187 [8], dated August 14, 2018, "Measures to bring up young people to be spiritually, morally and physically perfect, and to raise the quality of their education system to a new level on" No. PQ-3907[6], dated February 20, 2019 "On measures to establish presidential schools" No. PQ-4199[5], dated April 29, 2019 "O This research work serves to a certain extent in the implementation of the tasks defined in the Decree No. PF-5712[2] and other regulatory legal documents "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030".

For the purpose of intellectual development of elementary school students, didactic features of the pedagogical process correspond to the age characteristics, the level of knowledge, scientific and practical significance of the tasks, criteria for the intellectual development of the subjects of the educational process by experience (motivational, cognitive, creative) determined on the basis of direct consideration of the internal connection of the cooperative aspect of the didactic process aimed at t The practical component of the model of the pedagogical process aimed at the intellectual development of elementary school students in accordance with the individual approach is the creation of didactic situations, the creation of creative ²inclinations, the consistent organization of intellectual activity, interactive training on the formation of creative thinking in elementary school students improved based on the consideration of system adaptability; he formation of homogeneous and heterogeneous groups with subjectivity;

The logical structure of the pedagogical system aimed at the intellectual development of primary school students is determined based on ensuring the productivity of the feedback level of the horizontal and vertical relationships of the spheres of personal development (motivational, intellectual, volitional) with heuristic teaching methods. ability to develop asi was determined based on pedagogical-psychological analysis;

the solution of the problem of comprehensive development of elementary school students is of particular importance in the life of society. For this, it is necessary to abandon some traditions that exist in the educational process until today. In particular, it is important to determine the system of

² Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сон Фармони. – Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2017 й., 6-сон, 70-модда.

intellectual development of students, ensuring the balance between advanced pedagogical technologies and the traditional educational process. It is necessary to provide a dynamic connection between the individual's self-development and progress in the educational process, while ensuring the connection between the paradigm of knowledge available to primary school students and the specific aspects of their development. Intellectually free development of the student is carried out by encouraging him to be an active participant in the development of society, following the laws and regulations on human rights guaranteed by the Constitution of the Republic of Uzbekistan. Intellectual development of primary school students is necessary because in this process the educational situation develops steadily and there is an opportunity to have an effective pedagogical influence on students. First, the analysis of the situation of this problem in practice showed that teachers do not pay attention to the intellectual development of students in most cases. Secondly, as a result of reforms in the field of education, new pedagogical opportunities for the intellectual development of students have emerged.

The issue of intellectual development of primary school students has been studied since the 60s of the last century. However, this issue is currently being approached on the basis of a new pedagogical paradigm. In particular, sociologists and psychologists were the first to pay attention to this issue. It turned out that 1.4% of the teachers we asked have an idea about the intellectual development of students. It was found that very few of them have specific knowledge about this issue. Most teachers do not pay enough attention to the formation of intellectual activity skills in students by pedagogues who teach subjects, and some believe that this is the responsibility of the class leader. It was found that a group of students surveyed evaluates their intellectual activity and is interested in applying their knowledge. It became clear that a certain part of them realized their intellectual uniqueness. All this showed that there is a need for intellectual development of students with an individual approach. Through this knowledge, the scientific novelty of our research becomes clear

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