



## INDIVIDUALIZED EDUCATION IN PREPARING CHILDREN FOR QUALITY SCHOOL EDUCATION

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### Annotation

The article mentions the pre-school education and development of child centre education in the development of society.

**Keywords:** family, education, child identity, family participation, individualization, choice, activity centers, cooperation, sensitivity and flexibility.

Preparing children for high-quality school education, providing them with constant care, love and joy, ensuring that they grow up in a spiritually healthy family environment and grow up as perfect people in the future is one of the tasks raised to the level of state policy by the Government of the Republic of Uzbekistan. tasks is one of the urgent tasks of the Ministry of Preschool Education. In the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 No. PD-5198 "On measures to fundamentally improve the management of the preschool education system", further improvement of the preschool education system, which is an important link of the continuous education system, creation of an effective state management system, preschool education organizations state and non-state with the goal of expanding the network, strengthening the material and technical base, dramatically increasing the coverage of children in preschool educational organizations, applying modern educational programs and technologies to educational processes, all-round intellectual, spiritual-aesthetic, physical development of children and fundamentally improving the quality of their preparation for school defined. This Decree stipulates the establishment of the Ministry of Pre-School Education and the departments of the Ministry in the regions, districts and cities. Also, in this decree, nine main tasks and directions of the Ministry of Preschool Education are defined, of which the second task is to create conditions for comprehensive intellectual, moral, aesthetic and physical development of preschool children, taking into account advanced foreign experience. Therefore, based on the goals and tasks of the Decree, extensive work is currently being carried out in the preschool education system. It is no exaggeration to say that high-quality preschool education lays the foundation for the development of a child's future, and human qualities are formed. During this period, the qualities of a person begin to be





formed under the influence of education aimed at a certain goal. A child's ability to study with excellent grades in school, demonstrate his mental abilities, achieve high performance and good results, and his formation as an intellectually mature person depends on the knowledge and skills he acquired in preschool age. Organization of education based on child-oriented education in pre-school education organizations is the basis for the child to grow up independent, sane, appreciating universal values, highly cultured. The main goal of "child-centered education" is to bring up a true member of a democratic society. Even very young children have the ability to make choices, to think about the consequences of their actions, to respect differences among their peers. Education is based on the purposeful orientation of the child, taking into account personal feelings and paying attention to the stages of development of each child. Child-centered education includes: individualization of the approach to education, allowing the child to choose in pre-school educational organizations that provide appropriate planned activities and thematic play activities, ensuring family participation in education. Applying the strategy of investing early childhood in the family ensures that the child will become a successful person who will be highly educated in the future and will bring maximum economic income to the family and the development of the country. Individualization means understanding each child's current stage of development and planning assignments and activities that will lead to success for each child. Pedagogical methods, materials, direct involvement in child education should be based on the individual approach of teachers.

Child-specific conditions require individualization of education. A child has individuality by choosing the type of activity based on his interest and opportunity. By carefully observing the child's activities and movements, the teacher can change the materials and tasks to make them more interesting to the children. It is better to conduct group work in small groups where it is convenient for each child to work individually. As a result of this approach, the child can grow and develop while maintaining its characteristics. In child-centered education, the conditions created for learning are developing and changing, and it is education that is suitable for the needs and stages of development of the child's personality. In the preschool educational organization, the equipment in the groups is changed every day, which increases the child's interest, the daily uniformity can touch the child's stomach. It is necessary to take into account the neighborhood of the centers. At the end of the session, the activities of the children who worked in the center of story-based role-playing games and staging are shown to the children as an incentive. Because at the end of the work done by children with enthusiasm, the performance of the fairy tale staged in the staging center brings joy to the children, or the poem composed in the art center is





sung as a song, and the children are encouraged in this way. In child-centered education, the conditions in groups are created based on the child's voluntary choice. In the preschool educational organization, each group is divided into several thematic centers, and each of them should have sufficient materials for research and games. The presence of these centers in all groups supports children's intellectual development, including: art, construction and mathematics, story-based role-play and drama, language and literacy, science and nature. The materials available in the centers increase children's activity, forcing them to use all five senses. By learning, experimenting and discovering, children test their hypotheses and gain knowledge with their own ability and personal ability. In this way, children learn to understand and solve problems. For example, in preschool educational institutions with science and nature in the center, children use a magnifying glass to see the structure of indoor flowers or leaves, and determine the weather in the nature corner. Of course, children can choose which center they want to work at. Never force a child to do a task or study a subject that is not interesting for him. The group should be organized internally in such a way that the child has ample opportunity to freely choose the center and the material.

The educator of the preschool educational organization should establish cooperation with the family in order to provide the child with better quality education. The family has a great influence on the child. A child's first mentor is a parent. Therefore, in child-centered education, it is indicated that parents are active in the work of teaching the child at home. Educators take the reinforcement of what the child has learned at home as the basis for education.

The partnership between the family and the preschool is based on mutual respect between parents and educators. A child-centered educational program is a convenient program for the child's development. In this place, the participation of parents in any form is supported. In the preschool, parents participate in every activity, they give advice to the educator on time, make firm decisions with the monitoring board, provide detailed information about their child's strengths and needs of help. Mutual cooperation, mutual respect, and respect for individual characteristics of parents and educators in the work of education are necessary to achieve the intended goal. For example, many parents do not have enough time to be constantly involved in the daily life of preschool groups. In such conditions, organizing unusual methods to facilitate communication with parents serves to improve cooperation. In the pre-school education organization, keeping a contact book between each child's parents and family in the group strengthens cooperation. In this, the educator gives assignments and homework to work on the identified gaps in the child's education in the family as





well. Communicating with a communication notebook is an important part of the responsibilities of educators.

In child-centered education groups, the educator or teacher is not considered the main informant, but he or she directs learning and facilitates the process of learning. He explains the need for learning to the child, instills a sense of responsibility and ensures safety in the group. The main goal is the child's education. Child-centered education consists of the educator's job: the educator distributes material to children and creates conditions for children to have unlimited contact with the environment. A child learns well when he can do something independently. It is better for them to understand how the world is structured through their own mistakes and experiences. Different exercises are used to strengthen the concepts. Take, for example, the question of order and chaos. If we tell the child to arrange the beads in the order of a traffic light, the child can develop an understanding of order and disorder by arranging the colors of the beads in turn. The most important thing is that the educator should know how the development of the child should be in relation to his age. He should know well what material is needed at each child's stage of development.

Child-centered education is based on the principles of individualizing learning in children, giving the child the freedom to choose, involving parents in the educational process, and raising the child to be free-thinking. The main task of the teacher is to help the child's development. A special feature of preschool education is to understand the value of the child and not to encourage him to grow up before his time. A child-centered educational approach is a form of education that takes into account the child's age characteristics, abilities, interests, needs, and the experience he has accumulated before coming to a preschool educational organization that helps him achieve his educational goals.

In short, through effective cooperation between parents and educators, mutual respect between parents and educators, close ties between the family and the preschool education organization appear, regular meetings are organized by mutual agreement to maintain close ties, parents and preschoolers involvement in the activities and activities of the educational organization is ensured, the strengths of the family and the child are focused on and developed in mutual cooperation, strict trust is followed when the information about the child and the family is exchanged between the parents and the educator. Trust is very important in cooperation. The main goal of us educators, who share our dreams, hopes and ideas, is to ensure that all our children receive quality education, which is a great honor for us.





**1. Regulatory Legal Documents:**

1. Decree of the President of the Republic of Uzbekistan "On measures to fundamentally improve the management of the preschool education system" PF-5198. Date: September 30, 2017

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