

**OLIY TA'LIM TIZIMIDA INDIVIDUAL YONDASHUV
TEXNOLOGIYALARIDAN FOYDALANISH ORQALI BO'LAJAK
TARBIYACHILARNING KASBIY VA IJODIY KO'NIKMALARINI
RIVOJLANTIRISH**

Arslonova Gulsora Kurbonovna

Toshkent amaliy fanlar universiteti

Maktabgacha ta'lim metodikasi kafedrası katta o'qituvchisi

ANNOTATSIYA: Oliy ta'lim tizimida bo'lajak tarbiyachilarning kasbiy-ijodiy ko'nikmalarini rivojlantirishda individual yondashuvning ahamiyati bayon etilgan. Bolaning maktabga borishga bo'lgan emotsional, ijtimoiy va psixologik tayyorgarligi uning kelajakdagi ta'limdagi muvaffaqiyatiga bevosita ta'sir qiladi. Maktabga tayyorgarlik pedagogik va psixologik mezonlar asosida olib borilishi lozim.

Kalit so'zlar: maktab yoshi, maktabga tayyorgarlik, psixologik tayyorgarlik, differensial. yondashuv, nazorat funksiyasi

**DEVELOPING THE PROFESSIONAL AND CREATIVE SKILLS OF
FUTURE EDUCATORS THROUGH THE USE OF INDIVIDUAL
APPROACH TECHNOLOGIES IN THE HIGHER EDUCATION SYSTEM**

Arslonova Gulsora Kurbonovna

Tashkent University of Applied Sciences

Senior Lecturer, Department of Preschool Education Methodology

ANNOTATION: One of the most important tasks of the preschool educational organization is the development of professional and creative skills of students in the environment of individual education of children. The emotional, social and psychological readiness of a child to go to school directly affects his future educational success. Preparation for school should be carried out on the basis of pedagogical and psychological criteria.

Keywords: school age, school readiness, psychological readiness, differential. approach, control function

**РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ И ТВОРЧЕСКИХ НАВЫКОВ
БУДУЩИХ ВОСПИТАТЕЛЕЙ ПОСРЕДСТВОМ ИСПОЛЬЗОВАНИЯ
ТЕХНОЛОГИЙ ИНДИВИДУАЛЬНОГО ПОДХОДА В СИСТЕМЕ
ВЫСШЕГО ОБРАЗОВАНИЯ**

Арслонова Гулсора Курбоновна

Ташкентский университет прикладных наук

Старший преподаватель кафедры методики дошкольного образования

АННОТАЦИЯ: Одной из важнейших задач дошкольной образовательной организации является развитие профессиональных и

творческих способностей воспитанников в условиях индивидуального обучения детей. Эмоциональная, социальная и психологическая готовность ребёнка к обучению в школе напрямую влияет на его будущую образовательную успешность. Подготовка к школе должна осуществляться на основе педагогических и психологических критериев.

Ключевые слова: школьный возраст, готовность к школе, психологическая готовность, дифференцированный подход, контрольная функция

Introduction: Today, great attention is paid to providing more school education, strengthening its material and technical base, strengthening the preschool education system, providing qualified pedagogy, and radically improving the production of children's personnel for school education, is considered one of the important tasks of creating favorable conditions for the intellectual, moral, aesthetic, and physical development of children by introducing modern programs and innovative pedagogical technologies into the educational process

One of the main tasks of a preschool educational organization is to prepare children for school education in a high-quality manner. This process serves to form a positive attitude towards education in a child, adapt them to the social environment, as well as develop skills such as independent thinking, self-control, and the ability to communicate with others¹.

In psychology, concepts such as “school age”, “school readiness” and “psychological readiness for school” are important criteria for determining the level of a child’s mental and social development. These criteria determine the child’s potential to study, gain knowledge, and actively participate in a community in a school environment.

This article discusses the content of school preparation, pedagogical and psychological requirements, and the main approaches to the preparation process.

Problem statement: Today, the concept of “school-age maturity” is widely used in psychology. This term is associated with the level of mental, rather than physical, development of a child, which is important in determining whether a

¹ Махмудова, Д. М. (2022). МАКТАБГАЧА КАТТА ЁШДАГИ БОЛАЛАРНИ КИТОБХОНЛИККА ТАЙЁРЛАШ МЕТОДЛАРИ. Results of National Scientific Research International Journal, 1(6), 274-278

child is ready for education. Studies have shown that a child's mental functional maturity is one of the main factors in successful learning at school².

In most scientific literature, a child's level of readiness for school is considered in three main areas: intellectual, emotional, and social maturity.

Intellectual maturity is manifested in the following manifestations:

- the ability to distinguish the appearance of a form from the general appearance (differential perception);
- the ability to concentrate and maintain attention;
- the ability to identify the main connections between events;
- the ability to remember and reproduce visual material;
- the accuracy and coherence of hand movements.

These conditions reflect the level of development of the child's brain activity and indicate that it is formed within functional norms. Emotional maturity is expressed through:

- reduced impulsive reactions;

the ability to engage in an undesirable activity for a long time.

Social maturity is assessed as follows:

- the ability to engage in social communication with peers and follow the rules of the community;

- the ability to behave as a student and adapt to the school environment. In studies, the concept of "school readiness" is interpreted differently. In particular, scientific works by American psychologists interpret school readiness as "introductory knowledge" or the child's readiness to receive initial knowledge. In this case, the child's level of successful mastery of the school program is considered. However, representatives of the Russian psychological school, in particular Хojamiyarov and his followers, take a more in-depth approach to this issue and believe that a child's readiness to receive knowledge is determined not only by knowledge, skills and abilities, but also by the level of development of psychological functions. According to this approach, a child's successful study at

2 Arslonova, G.K. (2025). TECHNOLOGIES FOR DEVELOPING STUDENTS' PROFESSIONAL AND CREATIVE SKILLS IN THE ENVIRONMENT OF INDIVIDUAL EDUCATION. SHOKH LIBRARY

school directly depends on the level of his mental and psychological readiness. Therefore, this condition is called “psychological readiness for school”³.

One of the well-known psychologists, D.B. Elkonin and his colleagues paid special attention to the following aspects in the formation of educational activity:

- the child's ability to consciously control his behavior based on the rules;
- the ability to act in accordance with the given requirements and instructions.

The analysis of the above literature shows that in the process of preparing a child for school, it is necessary to fully take into account not only knowledge and skills, but also the level of his emotional, personal and social development. The research developed a methodological foundation based on these approaches.

Results and examples: One aspect of the content of knowledge provided at school that should not be overlooked is the quality of the child's speech development. Speech development and intellectual development are inextricably linked, which determines the overall level of development of the child's personality. Through speech, the child's thinking ability and depth of thinking are clearly manifested. In particular, modern teaching and learning methods based on the sound analysis of speech and language serve to develop phonetic hearing. In the formation of personal readiness for school, it is necessary to pay attention, first of all, to the child's growth in a motivating and free environment. The accuracy and effectiveness of the teaching method are directly related to the quality of teaching activities. This is clearly visible in children's interest in knowledge, their need for intellectual activity and their thirst for mastering new knowledge⁴.

According to him, the child's need to communicate with other people, the desire for social assessment and support, the desire to occupy a certain place in the team constitute the social foundations of motivation⁵. A child who is ready for school strives to gain knowledge because he wants to see himself as part of a society of adults. Through this, a new attitude towards the external environment is formed. L.I. Bojovich calls this situation “the vision of the student's inner world”. He pays special attention to this process emphasizes that the internal experiences of a schoolchild are manifested precisely as a criterion for readiness for learning.

3 Xojamiyarov. S.Ch (2025). ORGANIZATION OF WORK FORMS IN PARTNERSHIP WITH PRESCHOOL EDUCATION AND FAMILY. *SHOKH LIBRARY*.

4 Arslonova.G.K, Xafizova,M.M. (2024). MAKTABGACHA YOSHDAGI BOLA O'YIN FAOLIYATINING XUSUSIYATLARI. *Academic research in educational sciences*, (1), 156-158.

5 Yusupova.X.I, Rajabova.S. (2026). MAKTABGACHA YOSHDAGI BOLALARDA KREATIVLIKNI RIVOJLANTIRISHNING OZIGA XOSLIGI. *Ijtimoiy-gumanitar sohada ilmiy-innovatsion tadqiqotlar*, 3(3), 106-111.

The child's internal experiences are formed in preschool and junior school age. It is during this period that the child has the opportunity to enter into educational activities as a subject. This process reveals the child's ability to set independent goals and strive to achieve them, in other words, it is manifested as the student's free movement. The thirst for school knowledge usually appears when the child is about 7 years old. It is during this period that the child begins to consciously try to carry out his actions and activities. This determines his ability to consciously organize his educational activities⁶

Conclusion: The child's ability to move freely is formed mainly through group games. It is in this process that the child passes important stages of development. Playing games alone cannot give this result, because there are not enough social influence and simulation factors. Group games help the child to act independently, to form internal control instead of external control. Because the control function in a child of this age has not yet been formed, and he needs external stimulation and evaluation. Therefore, games can be called a school of free movement. By the time he enters school, the child's basic mental and social abilities should be sufficiently developed. Only then will he be able to independently accept and complete educational tasks. In other words, a child who comes to the first grade should be ready for the process of acquiring knowledge at school, that is, be able to perceive a wide range of educational activities. New educational activities are formed at the end of preschool age. This activity is new for children and replaces the games that were previously the leading activity. It is during this period that the child's psychological readiness is revealed. In the last stage of preschool age, games gradually become secondary and are replaced by the need to gain knowledge. This process is associated with the child's internal development mechanism. As A.S. Vygotsky noted, the development of the game process gradually proceeds with the priority of rules. Especially in children of senior preschool age, that is, 6–7 years old, games with rules arouse more interest. The performance of actions based on the rules becomes the content of the game. This, in turn, directs the child to acquire knowledge, prepares him to feel like a student, obey the rules and act responsibly. Thus, the transition of preschool children from play to educational activity is an important stage in their social, intellectual and psychological development, which thoroughly prepares them for school.

⁶ Кадирова.Ф.Р, Махмудова.Д.М. (2022). Мактабгача катта ёшдаги болаларни китобхонликка тайёрлаш методикасини такомиллаштириш. PEDAGOGS jurnali, 1(1), 10-16.

List of references:

1. Arslonova,G.K. (2025). TECHNOLOGIES FOR DEVELOPING STUDENTS' PROFESSIONAL AND CREATIVE SKILLS IN THE ENVIRONMENT OF INDIVIDUAL EDUCATION. *SHOKH LIBRARY*.
2. Arslonova,G.K., Xafizova,M.M. (2024). BOLA SHAXSINING RIVOJLANISHIDA OILAVIY MUHITNING TARBIYAGA TA'SIRI. *Academic research in educational sciences*, (1), 159-161.
3. Arslonova.G.K, Xafizova,M.M. (2024). MAKTABGACHA YOSHDAGI BOLA O'YIN FAOLIYATINING XUSUSIYATLARI. *Academic research in educational sciences*, (1), 156-158.
4. Махмудова.Д.М. (2022). МАКТАБГАЧА КАТТА ЁШДАГИ БОЛАЛАРНИ КИТОБХОНЛИККА ТАЙЁРЛАШ МЕТОДЛАРИ. *Results of National Scientific Research International Journal*, 1(6), 274-278.
5. Кадирова.Ф.Р, Махмудова.Д.М. (2022). Мактабгача катта ёшдаги болаларни китобхонликка тайёрлаш методикасини такомиллаштириш. *PEDAGOGS jurnali*, 1(1), 10-16.
6. Makhmudova.D.M. (2023). EFFECTIVENESS OF INNOVATIVE TECHNOLOGIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS. *Лучшие интеллектуальные исследования*, 4(1), 177-180
7. Эшпулатов.Ш, Пардаева.Г. Особенности Ипользования Метода Проектов В Процессе Дошкольного Образования. *Maktabgacha va Maktab Ta'limi Jurnali*, 673522.
8. Hojamiyarov. S.Ch (2025). ORGANIZATION OF WORK FORMS IN PARTNERSHIP WITH PRESCHOOL EDUCATION AND FAMILY. *SHOKH LIBRARY*.
9. Nazarmatova.D.U.(2026). BOLALARNI MAKTAB TA'LIMIGA TAYYORGARLIGIGA TA'SIR ETUVCHI OMILLAR. *GLOBAL INTERDISCIPLINARY SCIENCE REVIEW*, 3(3).
10. Hojamiyarov. S.Ch (2025). THE ROLE OF COOPERATION OF TEACHERS, EDUCATORS AND PARENTS IN DEVELOPING A SENSE OF RESPONSIBILITY IN PRESCHOOL CHILDREN. *Web of Teachers: Inderscience Research*, 3(1), 87-93.
11. Yusupova.X.I, Rajabova.S. (2026). MAKTABGACHA YOSHDAGI BOLALARDA KREATIVLIKNI RIVOJLANTIRISHNING OZIGA XOSLIGI. *Ijtimoiy-gumanitar sohada ilmiy-innovatsion tadqiqotlar*, 3(3), 106-111.
12. Akhrorova, N. Jasper Jones” as New Life Given to the Novel “to Kill A Mockingbird. *Maktabgacha va Maktab Ta'limi Jurnali*, 673644.