

**PEDAGOGICAL BASES FOR THE DEVELOPMENT OF THE INDIVIDUAL  
EDUCATIONAL TRAJECTORY OF STUDENTS**

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**Abstract:** This article describes the pedagogical possibilities of implementing an individual approach to the primary education process, the factors influencing this process, based on the fact that the need to organize the primary education process on the basis of an individual approach is related to objective conditions. The article also discusses the specific advantages and disadvantages of organizing the primary education process on the basis of an individual approach.

**Key words:** primary education, individual approach, objective conditions, intensive development, cluster, implementation

The need to organize the process of primary education on the basis of an individual approach is associated with objective conditions. Recently, the attitude of people towards universal values, including knowledge, has changed. The social need of the younger generation is growing for a conscious choice of the content and forms of life from an early age, for the correct choice of a future profession, taking into account psychological, physical, mental characteristics, personality traits and characteristics. The successful implementation of educational tasks requires a qualitatively unique approach to the interaction of teachers and students in the educational process. The theoretical development and implementation of effective methods and techniques for taking into account the individual characteristics of students is one of the possible ways to increase the effectiveness of the educational process in a modern school. Radical reforms in education, the adoption of a student-centered approach to learning as a priority principle requires a comprehensive theoretical justification and scientific and methodological support of the individual educational process, close to the abilities and skills of the student. The period of primary education plays a leading role in this process. It is during this period that an intensive development of the personality and qualitative changes take place. Younger school age is sensitive to the formation of educational motives and the development of children's interest in learning, the assimilation of social and moral rules.

The scientific and theoretical foundations of the cluster of pedagogical education in our country, the principles of continuity, continuity and consistency in it, the mechanisms of its introduction into practice in the model of innovation G.I. Mukhamedov, SH.D. Mardonov, U.N. Khodjamkulov, Sh.I. Batarova, S.A. Toshtemirova, N.M. Koshanova, G.N. To a certain extent, the work of Sharipova and bashkas is covered. From this, the process and trends for the development of organizational vocational education, the problems of preparing future specialists for professional activities. on the topics of training students for professional activities on the basis of dual education in Kham.X. Djuraev, Sh. Edurbonov, U.I. Inoyatov, N.A. Muslimov, Sh.S. Sharipov, R.K. Choriev, D.O. Khimmataliev and Bashkirs conducted research. In the coverage of the topic, general scientific research methods such as ukuv-methodical and scientific-methodical literature analysis, theoretical-methodical data analysis, observation, control, generalization, monitoring and interpretation have been effectively used.

The educational cluster requires a new system of implementation, which ensures effective settlement of all the bosses of education in accordance with the principles of market

economics and the requirements of the global level. In the activities of the current educational cluster in the Tashkent Region, Higher Education performs the function of the main innovation center, but in the implementation of its mechanisms of activity, a large number of shortcomings in the activities of the subjects are thrown into the fall. In the educational cluster, it is possible to configure the active shortcomings and problems of the Kui: Since theoretical knowledge is not connected with practice in the methods of teaching anic, natural and social sciences, it is possible to dress up to laugh the theoretical knowledge received by the student during practice (in the pedagogical activities of some educators, it is possible to prioritize the principle "if I know my science, then I will come from my laughter", but it is not necessary; Activities in educational institutions are mainly aimed at bringing the educational institution to the next step, the issue of preparing them for is overlooked in kolmok, and, however, today in the education of foreign countries, the methods of training the educational person for practical activities, khayot are developed and the effective results are based on (Finnish education); the practical Sciences is based on the control and based on Cura dogmatic processes from the student's integration into sustainable activities.; in the activities of the Departments of the higher country within the educational Cluster," 4+2 " education (derived from the anik-defined integration of theory and practice, it can be called Dual education) system-based mechanisms almost ignored make it impossible to show its effectiveness as an educational; the approach to the educational cluster should be established in a wide range of content, the activities in this strategic junction are mainly focused on the implementation of the discipline" upbringing", as a result of which the competent defined tasks of the subjects of the educational cluster (preschool education, general and urta special education, higher education, social and cultural institutions) can be; March the effectiveness of the development of the educational cluster may not be ensured if the activities aimed at the anic systemic and expected result are not carried out.

Usually, the activities of the pedagogical educational cluster are influenced by internal and external factors, including the inability of the subjects of the cluster as internal factors to determine its operational content, theoretical and practical significance from the scientific nature of the structure and predicting the results in the mechanisms of activity the burden of competence; it is possible to cite such subjects as. As external factors, it should be noted that not all subjects are interested in this; the training of mature pedagogical personnel by the subjects through the educational cluster orcali provides specialists who are familiar with the various aspects of the country's economy, and the importance of improving the standard of living should be emphasized that. The main reason for citing such factors as educational cluster social order is given by the first consumer national competent authorities, who should monitor, ragbatize and assist in the preparation of the social order, and, in the activities of the educational cluster, their position is not marked Khali khanuz. When realized the problems in the functioning of the educational cluster, the development of its effective pedagogical strategies is consistent with the maxad, and these strategies divide the attention of the subjects into marked maxad. Pedagogical strategies of the educational cluster are classified into unicorns, the mechanisms of activity based on a systematic approach are taken. Although the improvement of the pedagogical educational cluster as a whole has been carried out, the definition of pedagogical strategies in will further develop its activities.

The scientific problem to which this article is devoted is determined by the tasks facing modern education. One of these tasks is to build a continuous education system, covering all stages of a person's life. To ensure the movement of the individual in the educational space, it is necessary to form a culture of lifelong learning, which implies the development of

technologies of self-education and self-learning. The latter become a fundamental factor in the system of continuous learning. The analysis of pedagogical, psychological and methodical literature showed that the independent work of students in its theoretical justification has always been interpreted as the most important component of the educational process. However, in recent years the problem of improving its effectiveness began to attract increasing attention of researchers. One of the ways, according to scientists, psychologists and methodologists, is to teach students the ability to learn. But in order to "learn how to learn", it is necessary to master various methods of organization and implementation of educational activities. This is facilitated, according to foreign scientists, by the use of various learning strategies. The purpose of this article is to consider different types of educational strategies formed within the framework of independent foreign language training of students. According to the authors of the article, educational process should be organized in such a way that the consistent and purposeful work on formation of teaching strategies is conducted, mastery of which promotes students' ability to learn. The formation of this skill becomes a support for personal readiness to continuously learn throughout life.

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