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THE ROLE AND IMPORTANCE OF INDIVIDUAL EDUCATION IN THE SYSTEM OF ORGANIZATION

Abstract: *there are different forms of education in the world of pedagogical science and practice. Each new stage in the development of society has an impact on the organization of education. Currently, the following forms of education are distinguished: individual, individual-group, class-lesson, lecture-seminar and out-of-class, and out-of-school. They are divided into three main types according to their characteristics such as student coverage, organization of student activities, proportions of team and individual forms, degree of independence, and leadership characteristics of the learning process: individual; classroom; lecture-seminar.*

Key words: *education, pedagogical science, practice, activities, individual, classroom, lecture-seminar, experiences.*

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Introduction

The oldest form of teaching that existed in ancient times was the individual form of education. The transmission of life experiences from ancestors to generations originated in primitive society. With the advent of writing, the head of the tribe taught his experiences to the youth using various symbols. Tutoring is an example of a direct and individual relationship between a teacher and a student. The individual form of education was the only method in antiquity and the Middle Ages, and was widely used in some countries until the eighteenth century. Individual education has a number of advantages, so this method has survived to the present day in the form of tutoring. Its advantage is the complete individualization of the content, method and image of the educational activity, allowing to follow its every action and operation in solving a specific problem.

Individual education requires a teacher to have high pedagogical skills.

II. Literature review

As early as the 11th century, Abu Ali ibn Sina, in a special section of his scholarly work, “Tadbiri manzil”, entitled “Amuzish va parvarishi modrasas farzand”, gave the following recommendations for collective teaching to students:

1) if students study together, they will not be bored, their interest in studying science will increase; they develop a desire to compete with each other so as not to lag behind each other, which helps the child’s learning improve.

2) in conversations, students tell each other interesting information they have read from a book or heard from an adult;

3) when children get together, they make friends and respect each other; they not only compete, but also

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help each other to master the learning materials; it makes children proud and learns good habits from each other.

Burhanuddin Zarnuji (12th century) gives advice on teaching in his scholarly work, "Bilim olish yo'lida o'quvchiga maslahatlar". This scientific work was created on the basis of his many years of teaching experience and was used in Central Asian madrassas until the twentieth century as a unique pedagogical and psychological textbook. The play states that the lesson at school should last about an hour. The teacher should select the teaching materials that can be understood and mastered in the school, and explain the materials studied in the lesson. The study material should be chosen in such a way that it is mastered twice. Therefore, he suggests dividing large texts into parts and repeating them in other lessons.

Muhammad Taragay Ulugbek continued the idea of organizing collective education in the 15th century. The thinker abolished the system of individual lessons in his madrassas and introduced a form of "community" close to the class-lesson system. The general lecture is given to a large group of 50-70 people, usually by a well-known scholar (teacher-professor), and the practical training is given by a small teacher (teacher) in a small group of 10-15 people. Important teaching methods are discussion and debate. The lectures at the Samarkand Madrasa were delivered by the scholar himself and other famous scholars such as Qazizada Rumi, Mavlana Muhammad, Ali Kushchi, Avaz Kirmani. Muhammad Taragay Ulugbek and his followers created new textbooks in mathematics, metaphysics, astronomy, geography, and history, which were written in a simple and understandable form. But the "community" approach also had its drawbacks. The collective method does not take into account the individual characteristics of mastery, as in the group-laboratory method, which was popular in the school of the twentieth century. Some students who have not mastered it well will graduate from a madrasah without being able to acquire the necessary knowledge, as they have advanced from one manual to another.

III. Analysis

In addition to the advantages of individual training, there are a number of disadvantages, which include:

- time-saving;
- limited teacher influence (teacher's task is to give the student a task and check its performance);
- limited ability to work with other students (which negatively affects the process of socialization);
- lack of teamwork experience.

For these reasons, the importance of individual teaching methods declined from the 16th century onwards, and was replaced by individual-group forms of education. Individual-group forms of education

began to be widely used in Europe in the 16th century. In Central Asian countries, this method was used in ancient times. An example of this is the Avesto period, during which the main textbook for students was the sacred source of Zoroastrianism, the Avesto (VII-XVI centuries BC). In the schools of the Avesto period, individual teaching was combined with group teaching. The mental exercises were conducted during the teacher's free conversation with the student. Physical training is carried out in the form of individual and group training. The purpose of physical education was to prepare young people for military service. Horseback riding, hunting, knowledge of the use of swords, swimming, running, javelin throwing, etc. were considered mandatory forms of military training. The learning process lasted from sunrise to sunset, with no homework.

The content of the individual-group form was that the teacher conducted the lessons not with one student, but with a group of children of different ages with different levels of preparation. The teacher takes turns asking each student the material, explaining new questions, giving individual assignments for independent work, and the rest of the children doing their own work. In this way, children could come to classes at different times of the year and at different times of the day. During the fifteenth and sixteenth centuries, the development of production in Europe was observed. These changes have led to the emergence of a mass form of education for children. One of them is group (collective) education of children. It was first used in fraternal schools in Russia (now western Belarus and Ukraine) and became the basis of the classroom form of education. These systems were theoretically substantiated and popularized in the seventeenth century by Jan Amos Comenius in *The Great Didactics*. The scientist introduced such concepts as pedagogical-psychological academic year, school day, lessons, breaks between classes, school holidays. Although the classroom system was founded 350 years ago, it is still widely used today.

The content of the classroom system as a specific form of organization of educational work is as follows:

- Students of the same age and with approximately the same level of preparation make up the class. This class maintains a regular order based on the overall duration of the school;
- Class activities are organized on the basis of a single annual plan and program, on a regular schedule, as a result of which children have to come to school at certain times of the year and at certain times of the day;
- The main unit of training is a lesson;
- The lesson is usually devoted to one subject or topic, so students work on one material in the classroom;

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- The work of students in the class is supervised by the teacher, who evaluates the results of study in his subject, the individual knowledge of each student and at the end of the year decides on the transfer of the student to the next grade.

The classroom system is further developed by K.D. Ushinsky. He scientifically substantiated all the advantages of this form. The course, in particular, created a concise theory of its organizational structure and typology. K.D. Ushinsky distinguishes the following three parts of each lesson, which are connected in series:

- to realize the understanding of new knowledge on the basis of previously learned knowledge and to create a target guide for students to accelerate the reception of the material. This part of the lesson, according to KD Ushinsky, is a "door" to the lesson.

- focuses on solving the main problem and is an important, central part of the lesson.

- to summarize the activities carried out and to strengthen knowledge, skills and abilities. A. Disterveg also made a significant contribution to the development of the scientific basis for the organization of the course. He developed a system of teaching principles and rules relating to the activities of the teacher and the student, arguing the need to take into account the age capabilities of the students.

IV. Discussion

In the late nineteenth and early twentieth centuries, the issue of the emphasis on individualization in the teaching of students with differences in intellectual development became particularly relevant. Accordingly, a form of selective teaching emerged (Batov in the United States, Maingames system in Europe). In Europe and the United States in the early twentieth century, the effectiveness of many education systems aimed at ensuring individual, active, independent learning of students was tested. The individualized system of education, first used by teacher Elena Park Hearst in Dalton, Massachusetts, in 1905, was the most radical of these. This system went into pedagogical-psychological and school history under the name of color-plan. It is sometimes called a laboratory or workshop system. The content of this system is as follows:

- The success of educational activities depends on the pace of work at school, the ability of each student to adapt to their abilities;

- The traditional organization of learning, which is dominated by educational activities, is the center of independent learning activities of students,

- The role of the teacher is to organize activities in a polite manner,

- Replacement of class laboratories with workshops,

- Cancellation of classes,

- The teacher does not explain the new material,

- The student is able to work independently in the laboratory or workshops on the basis of assignments received from the teacher and, if necessary, ask for help from the teacher.

The system has been widely criticized for a number of shortcomings. In the 1920s, the School Research Institute of School Affairs began to promote a projected system of education. It was developed by the American U. Kilpatrick. The essence of this system of teaching is that students choose the topic of the project. It had to be connected to the existing real life and reflect the socio-political, economic-industrial or cultural-social aspects, depending on the specialization (direction) of the study group.

The Trump plan became very popular in the 1960s. It was developed by American professor and educator Lloyd Trump. This form of teaching offers classes in large audiences (100-150 people), in groups of 10-15 people, and individual work of students. 40% of the study time is spent on general lectures using various technical means. Classes in small groups - 20% for individual independent work in classrooms and laboratories - 40%. In the 1970s, the search for non-traditional forms of education continued. The search for experimental and test schools was primarily concerned with the idea of modernizing the classroom system. The main goal of the research was to individualize reading.

V. Conclusion

With the emergence of the first universities, a lecture-seminar system of education began to emerge. It hasn't changed much since it was created. Lectures, seminars, practical and laboratory work, consulting and internships in the chosen profession are still one of the main forms of training as a lecture-seminar system. The lecture-seminar system in its purest form is used in the practice of higher and postgraduate education. With the introduction of three-year secondary special, vocational education in Uzbekistan, the system of lectures and seminars began to be used in academic lyceums and professional colleges. Recently, elements of the lecture-seminar system have been used in the upper grades of high school.

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