

## Result Component of Individual Education

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### Abstract

This article provides information about effectiveness, which is one of the effective components of individual education.

**Keywords: Individual education, approach, didactics, complexity, teacher-student.**

### Introduction

Individual education was launched in a number of leading countries in the last century, and it showed its positive results, especially in the personnel training system. For example, in countries such as the USA, Japan, Korea, China, Great Britain, Germany, Austria, France, state-level work programs and concepts aimed at an individual approach have been introduced not only in higher education, but also in the general secondary education system. It is an important requirement today to create conditions for independent planning of students' studies, formation of a flexible individual educational trajectory that allows learning subjects at the basic and in-depth level. By the formation of an individual educational direction, we understand the management of the student's learning process on the basis of drawing up the initial plan of the educational period, consistently obtaining and collecting educational results, and determining the inconsistency of the achieved educational results with personally important goals [J.E. Usarov "Individual educational trajectory" Primary republic on the topic "The role of modern pedagogical technologies in the education of schoolchildren". scientific-practical conference, 2024, pp. 11-18]. The effectiveness of students' education depends on the opportunities created for them to study, learn, and search in accordance with their needs. The student's talent and passion for learning develops based on an individual approach. An individual approach can be combined with extracurricular research, creative work, and effective organization of free time. Within this component, tasks of analyzing the results achieved by students are performed. Why was this component selected in our study? Students' theoretical knowledge and practical skills are evaluated based on current, intermediate and final control assignments. In our study, students' self-monitoring and evaluation was assumed. Each approach to individual education aims to prepare a student for professional activity. In addition, learners are required to work with educational materials and perform exercises. In the didactically favorable environment, students' opportunities for independent acquisition of theoretical knowledge expand. As a result, students achieve comprehensive self-expression. Individual actions of students are combined with collective actions. This combination creates a

certain ability in each participant. Because the student wants to have his share in the results of collective action. It is this process that encourages students to self-assess. In the development of self-control skills in students, it is necessary to rely on the idea of the integrity of the educational process. The research works of N. Surtayeva, Ya. Kamensky, R. Safarova, B. Adizov, Sh. Abdullayeva, and U. Musayev provide information about educational goals achieved in the process of individually oriented education. According to their confession, students master various methods and means of obtaining information, having a complete idea of the educational process. Including reading, understanding, working with computer programs, memorizing, mastering, listening and summarizing lectures, etc. In this process, they develop the most necessary skills. It is appropriate to establish the following forms of assessment of the results achieved by students in individual education. For example, to give a personal conclusion about the learned part of the educational material. Attention is paid to the students' ability to draw personal conclusions. Individual conclusions are mutually evaluated. Then the student evaluates his work personally. The logicity, viability and orientation of the conclusions to professional practice are taken into account. There is a healthy competition between students. They will be theoretically prepared for professional practice by reconstructing and justifying their thoughts. We will mention the factors that affect the organization of individual training carried out within the listed components. They are as follows:

1. Establishing the "Master-student" system in the educational process. In this way, mutual cooperation will be established, which will help students to find timely and effective solutions to existing academic gaps and social problems. In practice, the teacher's approach to students has also shown its effectiveness. Therefore, in the framework of the study, it was determined that the integration of students who are active in the acquisition of theoretical knowledge of modules with students who have obstacles in their acquisition will show a positive result. The attachment of students to pedagogues, who are established as authority teachers among students, also serves to ensure a positive working environment. Therefore, the establishment of student-student, student-pedagogue relations based on the "Teacher-student" system and periodic monitoring of the results of this process appeared as the most effective factors.

2. An information environment that provides equal opportunities in the educational process. Although students have different characteristics, they should feel that equal opportunities have been created in the educational process. In this case, the possibilities are mainly visible in the distribution of educational materials and equal opportunities to participate in the process. Students will be active participants in the educational process of individual orientation. If some students act as listeners and others as active participants, this process will be boring for the first student. He doesn't believe in himself. It becomes normal for him that the teacher does not pay attention to him. Therefore, it is desirable to achieve that every student feels comfortable in his place and position both in participation and in the use of educational tools. The educational process should be provided with information. Then the opportunity of independent learning of students will expand. It is important to pay attention to different forms of information. That is, if information is provided according to students' learning characteristics and an environment for working with it is created, theoretical knowledge is easily and conveniently acquired. Thorough assimilation of theoretical knowledge ensures effective organization of professional activities of students during the period of professional and pedagogical practice.

3. Preparation of independent education tasks in harmony with theoretical and practical activities. Approaches are used to prevent uncontrolled and ineffective independent education, which has a special place in the curriculum. In practice, it was observed that assignments given for independent education are determined by repeating the topic of the lecture. For independent education, it is desirable that the tasks to be performed by the student should be embodied in the topics themselves. Otherwise, as soon as the student reads the topic, he says "I know this topic" and does not take the necessary actions. For example, the topic of the lecture on the speech therapy module is "Working on the speech defect of dyslalia", the topic of the practical exercise is: "Description of the speech defect of dyslalia", and the independent educational task is "Comparison of the speech defect of dyslalia with other speech defects". It is appropriate to give We paid attention to the selection of topics related to specialization modules in this order. As a result of the clear manifestation of the tasks that must be performed by the students, it was possible to make a comparative assessment of the actions performed by them.

The listed factors serve to ensure the effectiveness of individual education. Below are the principles that create goal orientation, systematic analysis and professional maturity in the academic and social actions of students.

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