



**PEDAGOGICAL PREREQUISITES FOR THE
IMPLEMENTATION OF A VARIATIVE APPROACH TO
DEVELOPING EDUCATION**

O. P. Aslonova

Qarshi State University, Associate Professor of the Department of Primary Education

ABSTRACT	KEYWORDS
<p>This article will comment on the main trends (positive and negative) that need to be implemented in this area in order to apply variative models of developing education. Also cited are problems to be overcome, analyses of potential opportunities of educational institutions. It is noted that the strategy for applying variational modeling is determined on the basis of the goals, directions of the variational model and the main directions of its introduction into practice.</p>	<p>Development, variative, approach, pedagogy, models, individuality.</p>

Introduction

- Pedagogical prerequisites for the implementation of a variative approach to developing education are associated with improving the educational process and increasing the effectiveness of development in educational work with students, in particular:
- To change communication with students, that is, to create opportunities to move from influencing in an authoritarian way to the personal identity of each child, to establishing trust, to communication focused on partnership relationships;
- changing the form and content of educational programs, directing educational methods to the development of the student, differentiation and individualization of educational content;
- enriching students' lives with the best examples of classical and contemporary music, works of art, visual and creative assignments, expanding the reader's worldview by paying attention to their uniqueness;
- to choose the form of the lesson in accordance with the independent desire and desires of students- to change the organization of the objective environment in order to be together or individual with peers.

The main trends that need to be implemented in this area in order to apply variative models of developing education (positive and negative), problems that need to be eliminated, potential opportunities of educational institutions, etc. the analysis of lar is taken into account. The strategy for implementing variational modeling is determined on the basis of the goals, directions of the variational model and the main directions of its introduction into practice

The variability of the developing educational process is the coordinated activity of all participants in the educational process in the implementation of the goals of primary education. This process is manifested in the selection of educational content (within the framework of educational standards and requirements), educational tools, methods and ways of communication in general in the selection of educational content and process.

Variability is an indicator of the quality of the educational system. It is characterized by the feature of providing elective educational technology options and separate types of educational services according to the educational needs and capabilities of consumers of the primary education system (teachers, students). Thus, the variability of education (at the regional or even urban level) allows us to talk about the diversification of Education.

Diversification-provides a rational diversity of Education, meets the interests and needs of the individual and society by implementing education adapted to the intellectual needs of the student's age opportunities, personal characteristics, society and the state. In addition, the diversification of education is due to the fact that it has "a complete renewal of ideology, guarantees of choice: an educational institution, its own path in education"(246, 4).

"The idea of diversifying education can be implemented taking into account the following conditions: appropriateness of application, compliance with the requirements of the state standard of education, relative completeness of education at each stage, quality of education "reconstruction of pedagogical technologies taking into account the requirements of legal responsibility of teachers, psychological support of students, diversification of education"(152, 23).

With the help of developmental education, the development of the student's personality can be carried out through in-depth study of creative thinking or individual subjects. From this point of view, let's dwell on the concepts of alternative, alternative education.

It should be noted that works on educational theory and practice use a wide range of concepts from the "alternative" paradigm, for example, "developmental alternatives" and "alternative schools", "alternative education", "alternative education". lim systems" and "alternative educational institutions".

The principle of alternative serves as a guarantee of the diversity of educational institutions and, finally, the diversity of forms of organizational, profile and functional differentiation of the educational process (77).

In its most general sense, "alternative" refers to the need to choose between two or more mutually exclusive possibilities (244, 35). Therefore, when talking about alternative education (teaching, education, development), firstly, it is necessary to keep in mind all educational subjects that are given the opportunity to choose or there is a need to choose, and secondly, the necessary condition for choosing an arsenal (complex) - it is necessary to distinguish the events, objects, educational processes that create the conditions, and finally, thirdly, to describe the selection criteria and to form a system of technologies with the help of this selection.

All three of the above-mentioned aspects of alternative education are complemented by specific content when a particular educational system or its subsystems are envisaged. Thus, alternative education is endowed with the quality of "alternativeness", which is manifested in the freedom to make such a choice based on the choice of education and the objective-subjective characteristics, abilities and inclinations of all subjects. We can conclude the concepts described above by correlating "variational education", "differential education" and "alternative education": alternative education is

a private special type of differentiated education, and it is in turn the main manifestation of variational education.

The fact that the three concepts considered above have such a commonality is due to the fact that education is purposeful to adapt a consistent hierarchical typology of (as a system and process) to certain objective conditions and characteristic, subjective manifestations of all subjects.

The unconditional expediency of modern general educational variativeness is determined by a reasonable fit in all the basic parameters and aspects of Education.

Variative education provides an opportunity for self-realization of an individual at the level of the content, methods of teaching, forms of Organization of the educational process. Variativity as an individual feature is characterized by the variety, versatility of the inner world of an individual, a combination of qualities and characteristics inherent only in him, which distinguish him from another person.

Variative education, together with various types of activities in the development of the individual, creates the conditions for the realization of the hidden possibility of the student. Variative education is considered as the basis of flexibility, elasticity, mobility.

Seeing variative education as a feature of the individual, we pay attention to the fact that the person manifested in creativity carries out his creative potential using a certain style. The methodological functions of variative education are the principles of development, cultural conformity and the principle of active personal - semantic activity. The systematization of the rules of cultural and historical psychology of Personality Development helps us predict the Basic Law of the theory of individual development, which is associated with the study of the development of personality and placing it in the center of attention in the implementation of variative education. Personality development in variational education is the development of mental characteristics and the development of the position of the subject of Education. In the theory of Variant developmental education, the principle of development is characterized by a number of methodological rules of cultural-historical psychology of development.

Among them, the main thing is a systematic - structural study of the development of the student - a new stage in the study of individual development options. The principles of differential diagnostics of the intellectual development of the child made it possible to rationally achieve the individual development of the child in the theory of variative education.

Taking into account the development trends of variational education in primary school makes it possible to understand the essence and significance of the phenomenon under study, to determine the prospects for its use.

An effective way to carry out developmental education proves that various psychological and pedagogical models of the didactic process-“activating”, “shaping”, “developing”, personal and free use.

Each model contains a key element that arises in the process of analyzing training systems. Their consideration is necessary in order to more effectively present the phenomenon of the development of primary education.

The "activating model" is revealed through problematic educational technology. The main psychological element in this model is “cognitive interest”, the development of which is carried out by involving students in creative activities. This model can be embodied in any system of primary

education. Mode is manifested by the formation of cognitive interest through problematic technology and the creative activity of children.

The "shaping model" "has a basic psychological element – "mental action". When called mental action, it is understood that the various human actions that are carried out in the inner plane of consciousness. In our opinion, within the framework of the formative model, mental actions can be aimed at solving both cognitive and emotional tasks, but they have a non-subjective nature. This means that the method of educational activity is given to the child from the outside, that is, ready-made. As a result, general educational skills and qualifications are formed: planning educational activities; Organization of educational activities; perception of information; correct mental activity; assessment of the results of their actions. The level of development of general educational skills and abilities determines the child's "learning", not "learning", that is, his ability to master knowledge, the ability to systematically apply individual knowledge, the ability to solve theoretical problems.

The focus of the "developmental model" is the restructuring of the child's educational activities both at the level of content and at the level of the form of its organization in order to ensure the emergence of certain psychological qualities: theoretical thinking, thinking, independence in solving various problems, educational problems, etc. To do this, students will find the general principle of the phenomenon under study. The main psychological element of the model is "methods of activity". Thus, the developmental models of Education presented in primary school are based on specific teaching technologies, that is, their classification is carried out vertically.

The purpose of the "personal model" is the general development of the student, including the development of his cognitive, emotional-volitional, moral and aesthetic capabilities. The main psychological element is "holistic personal growth". In the personal model, the main motivation for educational activities is cognitive interest. If we put parallel with the activating model, this corresponds to the base point. When compared to the development model, it shows that it corresponds to the "general development of the student" feature.

- The main psychological element of the "free model" is the freedom of individual choice. The features presented in the "free model" - taking into account the internal initiative of the child as much as possible, determining the intensity and duration of study, free planning of their time, independent selection of educational tools - are characteristic of others.

- All models of teaching younger students complement and intersect each other. However, this does not mean that they are equal, side by side. The study shows that the principle of diversification is more in line with the developing educational model; therefore, the attention of teachers to this model should be prioritized.

- In our opinion, the "activating model" and the "formative model" are both traditional and student-oriented, and are used in primary education. Therefore, it is worth paying attention to the fact that the classification of educational models horizontally should have a specific feature, and not the ideas of educational models, taking into account the specific features inherent in this model.

- At the same time, the consideration of primary education models makes a certain contribution to the context of variant developmental education.

- We consider variative education from the point of view of self-development and moral development of the creative potential of the individual. Consequently, the central direction of the implementation of variative education is the problem of developing not only the individuality of the

individual, but also his creative ability, which allows the individual to realize himself at the level of his content.

- Variative education allows you to create educational tools that combine the level of requirements (how much a child should learn) and the level of presentation of educational material (what he can learn). This significantly enhances the solution of the problems of developing the general culture, erudition of schoolchildren, their cognitive activity and cognitive interests.

- Thus, variative education (respectively, training) - education, which is endowed with the quality of "variativity", is manifested in the following:

- the presence (or possibility of creation) of changes in the system, structure, process of Education (Teaching, upbringing) - in all their diverse manifestations;

- offer variatives of secondary elements, parts of Education (form, method, means). This is done while retaining the main characteristic features of the respective systems.

REFERENCES:

1. Аслонова О.П. Зарубежные модели развивающего вариативного образования // Монография. – Қарши: Фан ва технологиялар, 2023. – Б.144.
2. Aslonova O. P. Boshlang'ich sinf o'quvchilarining kognitiv xususiyatlarini rivojlantirish.//Муғаллим ҳЭм узликсиз билимлендириў. Илимий-методыкалик журнал. – Нөкис, 2020.- № 6.- Б 130-134.
3. Aslanova O. P. Modeling the Professional Training of Future Teachers. *PSYCHOLOGY AND EDUCATION (2021) 58(2): 1411-1418 ISSN: 00333077*
4. Аслонова О. П. Rivojlantiruvchi ta'lim mazmunining psixologik asoslari va uning o'qitish jarayonida namoyon bo'lish xususiyatlari.// Xalq ta'limi. – Toshkent, 2022. – № 5. – B.116-120
5. Aslonova O. P. Jahon tajribasida rivojlantiruvchi ta'limning variativ modellari// Xalq ta'limi. – Toshkent, 2023. – № 2. – B.118-121
6. Аслонова О. П. Psychological-Pedagogical and Methodological Bases of the Development of Educational Content of the Data Sheet. Eurasian scientific herald open access, peer reviewed journal.<https://geniusjournals.org/index.php/esh> volum 9 | june 2022.issn (e):2795-7365.journal impactfactor:8.225.P.46-50.
7. Aslonova O. P. O'quvchi shaxsiga yo'naltirilgan rivojlantiruvchi ta'lim texnologiyasi //QarDU xabarlari. Ilmiy- nazariy, uslubiy jurnal. – Qarshi , 2023. – № 1.- B.142-145.
8. Aslonova O.P. Koreya respublikasi boshlang'ich maktabining rivojlanish genezisi. //QarDU xabarlari. Ilmiy - nazariy, uslubiy jurnal. – Qarshi , 2023. – № 1.- B.188-192.
9. Aslonova O.P. Rivojlantiruvchi ta'limning variativ konseptual tamoyillari va ta'lim texnologiyalarini tanlashning pedagogik shart-sharoitlari // O'zMU xabarlari. – Toshkent, 2022. – №1/11/1. – B. 68-71.
10. Aslonova O.P. Rivojlantiruvchi ta'limni tashkil etishning muhim omillari.//Муғаллим ҳЭм узликсиз билимлендириў. Илимий-методыкалик журнал. – Нөкис, 2023.- № 3.- Б 171-177.
11. Aslonova O.P. Pivojlantiruvchi ta'lim strategiyalari. "Zamonaviy boshlang'ich ta'lim: innovatsiyalar, muammolar va yechimlar" mavzusidagi xalqaro ilmiy-amaliy anjuman.1-qism. Termiz.2023.-B.102-105.

12. Aslonova O.P. Germaniya va o_zbekiston: ta'limga individual yondoshuv. O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini takomillashtirish muammolari. Xalqaro onlayn ilmiy-amaliy konferensiya materiallari. Qarshi 2022. - B. 515-518.
13. Aslonova O.P. Diversifikatsiya sharoitida rivojlantiruvchi ta'lim sifatini oshirish imkoniyati. MODERN SCIENTIFIC CHALLENGES AND TRENDS: a collection scientific works of the International scientific conference (27-28 February, 2023) - Warsaw: Sp. z o. o. "iScience", 2023. P 61-64.
14. Ergashev, Nuriddin. "RAQAMLI TEXNOLOGIYALAR MUHITIDA TA'LIMNI RIVOJLANTIRISHNING YETAKCHI TENDENSIYALARI VA ISTIQBOLLARI." *International Scientific and Practical Conference on Algorithms and Current Problems of Programming*. 2023.
15. Ergashev, Nuriddin. "ОЛИЙ ТАЪЛИМ ТЕХНИКА ИХТИСОСЛИКЛАРИ ЎҚУВ МАТЕРИАЛЛАРИНИ ДАСТУРИЙ ВИЗУАЛЛАШТИРИШНИНГ ИЛМИЙ НАЗАРИЙ АСОСЛАРИ." *E-Library Karshi EEI* 1.01 (2022).
16. Gayratovich, Ergashev Nuriddin. "A MODEL OF THE STRUCTURAL STRUCTURE OF PEDAGOGICAL STRUCTURING OF EDUCATION IN THE CONTEXT OF DIGITAL TECHNOLOGIES." *American Journal of Pedagogical and Educational Research* 13 (2023): 64-69.
17. Ergashev, Nuriddin. "Texnika ixtisosliklari mutaxassislik masalalarini yechishda C++ visual dasturlash tilida klasslardan foydalanish tahlili." *E-Library Karshi EEI* 1.01 (2022).
18. Ergashev, Nuriddin. "Methods of teaching parallel programming methods in higher education." *E-Library Karshi EEI* 1.01 (2022).
19. ERGASHEV, N. The analysis of the use of classes in C++ visual programming in solving the specialty issues of technical specialties. <http://science.nuu.uz/uzmu.php>.