

INDIVIDUALIZATION OF THE PEDAGOGICAL PROCESS: ON THE EXAMPLE OF AN INDIVIDUAL APPROACH TO TEACHING AND UPBRINGING

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Annotation. Teaching and upbringing in pedagogy is one of the most important principles. It is defined as the main activity of the teacher (coach), and this implies a "temporary change" of direct goals on aspects, its social typicality, individual specificity develops the content, methods and organizational forms of educational work, taking into account the individual characteristics of the student's personality in order to carry out the most successful development.

Keywords: training, running, long-distance running, loading, power quality, output, annual training, deepened specialization stage, physical development, level of preparation.

Introduction

There are two aspects of individualization of the pedagogical process. First, the educational impact should reach every athlete. IE, however, requires knowledge of an individual approach person. The study of the physical aspects and living conditions of each athlete takes into account in the process of training and upbringing. By knowing the individual characteristics, habitat, family environment of adolescents, it is possible to choose the purpose, content, methods, tools and organizational forms of training and upbringing.

Of course, the ultimate goal in this is not the general scale of the content of education (they are determined by the talms of society), but the content of the personal goal and the specific stages of urbanization of the personality of a young athlete.

An Individual approach dream is usually combined with the dream "individualization of styles". This term denotes a very wide range of pedagogical actions of the coach.: the sensitivity of a teenager to the level of development of the sphere of training and sports abilities, the choice of styles, combinations, speed of communication, taking into account the individual characteristics, upbringing, living conditions of an athlete, increasing the creative activity of a child in the life of a team sport, choosing his optimal environment; to determine the given tasks of individual work or to evaluate the system of results achieved in order to change the pedagogical effect in cases of insufficient effectiveness.

The Individual approach implies the visualization, that is, the knowledge that distinguishes one person from others, local and social, physical, mental physical and acquired characteristics in a specific way.

An Individual approach also includes a personal approach. This requires taking into account its peculiarities when working with young people. When they are considered, they can be divided into: dynamic, communicative, cognitive, emotional and psycho - physiological.

Dynamic characteristics include activity, needs, motives, desires and interests, goals, inclinations, personal relationships i, worldview, temperaments, beliefs of the individual.

Communicative characteristics of a person determine the qualitative characteristics of communication.

Cognitive (cognitive) properties include such processes of the psyche as perception, perception, imaging, imagination, thinking and speech.

The emotional sphere of a person includes a variety of phenomena ---- from euphoria to a high feeling. The emotional sphere of the individual is determined by the characteristics of the higher nervous activity of the individual specificity, the predominance of the activity of one of the vegetative departments; active nervous system, self - esteem, the pose of the system of chess monasteries, etc.

The means and methods of implementing the principle of an Individual approach are selected by the coach depending on the conditions of the educational work. It is important to establish contact with the teacher and parents in order to influence the shaelling of the character of adolescents through general muophilizedhareats. In the implementation of the principle of an Individual approach, the team's friendship with the famous athlete can play an incomparable role.

An Individual approach requires taking into account the imeonality of each young athlete.

In addition, the individual approach can be considered not only as the influence of the coach on young athletes, but also as the influence of the entire team on the teenager. The individual development of the athlete is determined by the interaction of all. These are 3 forces: the coach, the team and the person being formed.

Discussion

An Individual mode of activity is a system of modes of action that can lead to rational, stable, successful work.

Stewardthe X style is the stable methods and goals of the relationship between the coach and the children's sports team, which are aimed at solving problems between the team.

Well-known and experienced coaches give less importance to the whole group, and more to individual exercises. The advantage of this is to focus on those who are technically weak. The main work of this group of coaches is to nurture the

pursuit of independence. Organizational, the volume of work reflecting accuracy is large. More criticism is felt in the coach's treatment. The tone differs from that of other coaches in its irony, irony and hardness.

Coaches in a democratic style all students will be treated the same way. In their communication, a combination of educational and organizational information is visible. The basis of Appeals is Instructions, questions, approval, rejection. The coach's tone is basically the same

Liberal-style coaches are distinguished by such a way of communication in which mostly strong practitioners enter the first circle of communication, and then the rest. Educational information is very short and scarce, there is a lot of organizational information. Questions in the appeal Shaeli prevail, praise, rejection are much less than coaches of other styles. The tone is in a friendly rhythm.

In educational activities, a democratic style can be considered optimal. Representatives of this style are able to adequately discuss tasks and tasks, enter into interpersonal relationships, show likes or dislikes. They refer to the whole group, not separating anyone

Depending on the situation, representatives of this style speak in a friendly, warm, ironic tone for which honesty, self-exactingness, tact are considered characteristic.

In addition to the styles listed above, there is an autocratic (martial arts) style in which the coach leads the team only one himself, does not reckon with anyone, sharply refuses the help of team activists young athletes do not introduce creative innovations into their tactical games. It strictly controls the implementation of only the method of its choice, rejecting attempts to make training activities effective.

Such coaches pass training without focusing on any educational field. The relationship of organization, organization between young athletes and coaches in this style is not felt.

Analysis

Studies show that the style that the coach leads is reflected in his relationship with young athletes: how his students shake, with whom they observe conflicts, the state of mind in the team, etc. Especially the disciple and his spiritual treatment, his interaction have a great power of influence.

Conditionally, the relationship of coaches with students can be divided into 4 groups.

The first group includes democratic-style coaches. In communication with teenagers, they go beyond the scope of coaching tasks and look at athletes with confidence and hope. Such coaches make up the Coupe.

The second group includes coaches who treat adolescents with respect, treat them well, gain their trust. But their communication outside of training will not be regular. There are many democratic-style coaches in this group, but there are also those in an authoritarian style, although there are few.

The third group includes coaches who seek to enter into a close relationship with adolescents, but do not have it. Among them are dominated by coaches who lead the authoritarian style, but democratic-style coaches are also found.

The fourth group can include coaches who limit communication with adolescents in a narrow circle. They only give short answers to questions in the field of sports. These are mainly those who strongly control training autocratic and leadership.

Constructive-communicative style is characteristic of trainers with an empty nervous system. Its main characters are: 1. Approach to passing classes and preparing with great responsibility. 2. The seriousness of the choice of educational materials. 3. The uniformity of training with a structured plan. 4. To take control of the team's preparedness for training. 5. Friendly relations when addressing adolescents. 6. Performing the exercises with the correct quality, following discipline. 7.

On the square, gyms with the right choice of their place. 8. Giving individual assignments to adolescents. 9. To make an official graduation with each student, prepared in advance. 10. To speak in a flat, warm tone, tushinarli. 11. Avoid conflicts during communication with adolescents.

Result

So, what methods should coaches with different nervous systems use when working with young people?

The answer to this question isniv. S. Merlin, E. A. Klimov, E. P. Of The Year, A. V. It can be found in the works of the Rodionov.

Thus, trainers with a strong nervous system are recommended: 1) using various methods and techniques, accurately and quickly prepare young athletes for training from the very beginning. 2) partially or completely show the lowered exercises in their place. 3) to give separate instructions when performing exercises, (especially to those who do wrong) 4. Speaking humorous statements to the team during communication, using facial expressions, facial expressions, gestures. 5. To fulfill their requirements, following strict discipline during training. 6. When performing exercises, go from sequence to sequence, from easy to difficult, from second to speed.

Trainers with different nervous systems are recommended

1. Requiring the execution of orders and instructions by all readers.

2. To clearly understand the technique of the exercises being taught, to combine it with their display, without having to analyze its details in detail, in order to save time.

3. To correct the technical mistakes that adolescents make when performing exercises from the first sessions.

4. Planning how to communicate with athletes during classes. 5. To be patient, having calmly captured himself in the process of training (and even with some athlete or team breaking the order). 6. Step-by-step raising the pace of classes in order to pass the planned topic, taking into account the physiologic features of adolescents.

To trainers with a weak nervous system: 1.Starting training only when the attention of the whole team is focused on you, lowering training tasks only after silence is established. 2.Performing planned actions before starting training and performing with the help of athletes who have more preparedness. 3.It is important to correctly indicate the technique of the first exercises performed. Ignoring individual individuals when correcting the error. 4.To be always hot, to establish friendly relations, not to conflict with young people. 5.Constantly being attentive to disorganized children, stopping the team with the onset of conversations, noise, or focusing attention on other things. 6.Drawing up individual cards for mastering movements, not allowing the pace to fall into a pause in training (especially at the end of training).

However, the methods of action depend not only on the nervous system, but also on its requirements.Its results largely determine how the coach mastered the desired algorithm, that is, developed an individual style.

Individual styles of young athletes are manifested in: 1.Dynamic characteristics of the appearance of the coach on the sports field (different or Standard) 2. Specific features of sports, methods of organizing training, lined up students, passing training based on established rules, the emergence of emotional mood. 3.Organization of activities of adolescents in training.

The forms of communication with young athletes are as follows: 1.To be tough, demanding and truthful. 2.Instill errors with patience and bland. 3.To help his students perform one or another exercise. 4.To deal with them as if they were adults.

The requirements for the above satisfy any characteristic coach, teachers.

In solving pedagogical issues, the peculiarities of the trainer's nervous system are also of great importance

Researchers distinguish types of haraeter belonging to 3 categories.

The first - - - thoughtful. Coaches of this type carefully observe, analyze, evaluate, and then act without hesitation.

Second - - - analytical. Coaches of this type strictly attach importance to the execution of each of the elements, umtd that players remember at least one, but are afraid to take risks.

Third-- " very synthetic.

Trainers of this type are very active, do not pay attention to small details, but follow the basic plan. They prefer to try ten times in practice.

The specificity of the coach's work requires from him the ability to strive for the goal, to be able to subordinate it in solving the tasks set. It indicates the pedagogical development of the individual, the corresponding eelish of the characteristics and character of the coach.

In the incessant search for the achievement of the goal, activity, enthusiasm, initiative, perseverance, hard work and responsibility are at the forefront. The coach must always take control of the development of events, look for ways to do them correctly and be able to control the game. Experienced trainers take responsibility into their own hands, making the right decision in any situation.

Conclusion

The coach's relationship with young athletes depends on how much attention is paid to their age, individual characteristics, interests, their Sports qualifications, physical fitness, how they interact with peers, whether parents and teachers pay attention to adolescent interests.

Young athletes believe that the attitude of the coach and students is undermined by distrust, lack of understanding, injustice, nervousness, low or excessive exactingness, submission to one's own opinion, rudeness, inadequacy of speech and work, dishonesty, insufficient knowledge of sports.

Conflicts between coaches and athletes negatively affect the emotional state of adolescents,their development as individuals.Experienced coaches and teachers believe that apprenticesnino feels free largely depends on the coach's leadership skills.

While authoritarian-style coaches describe their students, they cannot adequately assess their abilities, initiative, attitude towards Team friends, conduct sports work among their comrades at the place of residence.

Democratic-style coaches are able to give their students a varied and individual description. In the team where such coaches work, high spirits, mutual friendly relations and hotness always reign.

Coaches of an authoritarian style often evoke anger in young athletes and a feeling of dissatisfaction with the coach. They never really like the coach's management of children.

The leadership style of the coach is greatly influenced by both their pedagogical experience and sports skills.The coach will not only speak technical tactical methods during training,but will also achieve high results if he is able to provide them with a qualifying EOR,ensuring that the training methods correspond to the content of Lars.

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