



Pedagogical Conditions for the Individualization of Education in Elementary School: Based on the Study of a Foreign Language

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Abstract: New social relations associated with changes in the state-political, economic, spiritual life require the school to prepare a person endowed with a bright creative potential, posing new questions, revising the ideas existing in culture, and sometimes the values of society; creating in his inner vision a new system of relations, in accordance with which he will plan his own activities independently, actively and creatively.

Keywords: society, activities, secondary general education, education system, individualization of education, individual approach, cognitive activity.

The modern concept of a secondary general education school asserts that the school no longer has the right to limit its functions to teaching subjects. Its main purpose is to create favorable conditions for each child for the comprehensive development of his abilities and talents, the purposeful manifestation of his individuality.

The reform of the education system, the transition from the traditional approach in the educational process to the activity one, from the mode of functioning to the mode of development and self-development, indicate a real need to address the problem of individualization of education. The ideas of humanization of relations, freedom, and the revival of spirituality proclaimed by modern society allow us to take a different look at the essence of the concept of "individualization" in order to determine true values and place new emphasis in the education system.

Interesting and relevant in terms of studying the problem of individualization of education are the ideas of prominent scientists and practitioners of the past (J.A. Komensky, A.V. Lunacharsky, M. Montessori, K.D. Ushinsky, R. Steiner, etc.) and the present (Sh.A. Amonashvili, A.S. Granitskaya, A.I. Eremkin, I.E. Unt, V.D. Shadrikov, M.P. Shchetinin, etc.).

General aspects of the individualization of learning are considered in the studies of M.A. Danilova, B.P. Esipova, V.V. Kraevsky, I.Ya. Lerner, V.I. Lozova, M.N. Skatkina, N.M. Shakhmaev and others. Some problems of individualized learning are reflected in the dissertations of F.D. Karginova, E.B. Manuzina, Yu.N. Oleinik, I.S. Ordynkina, O.N. Pereyagina, O.V. Protopopova, L.V. Semina, J.I.E. Shevchuk, M.V. Schneiderman and others.

Issues related to individualization as a way to implement an individual approach aimed at forming the cognitive activity of students, carried out through the presentation of individual tasks for independent work in the classroom and homework, are considered by Yu.K. Babansky, E.A. Golant, A.A. Kirsanov, E.S. Rabunsky, A.I. Uman and others.

Various modern technologies of individualized education in elementary school, reflecting the methods and means of creative self-realization of individuality, are highlighted in the works of N.G. Agarkova, M.M. Levina, M.V. Mezhieva, T.M. Struchaeva, I.S. Yakimanskaya and others.

The problem of individualization of teaching a foreign language to junior schoolchildren is touched upon in the studies of I.V. Barykina, T.N. Zhdanova, M.G. Kasparova and others. The need to use

individualized forms and methods of work that take into account the interests and inclinations of students during professional training in secondary and higher educational institutions is substantiated in the works of S.I. Zinoviev, I.F. Isaeva, I.I. Kolodezhny, L.I. Mishchenko, A.B. Orlova, L.S. Podymova, I.M. Sinagatullina and others. In foreign pedagogy, individual issues of individualization are considered by R. Case, B.S. Bloom, D.L. Lefbridge, C. Nike, W. Stern, et al.

Despite the rather broad aspect of research on the problem of individualization of learning, we are faced with a variety of definitions of this concept. This causes discrepancies in the process of implementing an individual approach in practice; when considering the individualization of education in isolation from direct educational activities, which is the reason for the lack of communication between them; when the individualization of education is subordinated to the goals of socialization as a universal process of adaptation of the individual to the existing conditions of the social environment.

The school firmly remains on the positions of personality formation, development of the social essence of a person. At the same time, the actual practice of social development and the state of the educational process show the inability of the modern school to slow down standardization and stop "the loss of a person's own individuality". This problem should be taken especially seriously in elementary school, where the first essential foundations of the attitude to learning, to the world around and to oneself are laid.

Thus, a significant contradiction arises between the need of society for the manifestation and development of the individuality of students and the lack of appropriate conditions for this development in the actual practice of elementary school.

The identified contradiction made it possible to formulate the research problem: what are the pedagogical conditions for the individualization of the education of younger students?

The hypothesis of the article is that the effectiveness of the process of individualization of teaching younger students in English lessons is determined by the implementation of the following pedagogical conditions:

- ✓ creation of an educational environment as a set of external factors that contribute to the active and creative manifestation of individuality;
- ✓ didactic construction, which provides students with the opportunity to choose educational material and the way it is processed;
- ✓ creative orientation of the communicative activity of junior schoolchildren in English lessons;
- ✓ stimulating students to carry out creative activities in the classroom.

The methodological basis of the article is the philosophical conceptual provisions of anthropology about a person as a moral value of our time (T.F. Bazilevich, N.A. Berdyaev, V.V. Zenkovsky, A.I. Eremkin, I.I. Rezvitsky, A.N. Khuziakhmetov etc.), as well as philosophical provisions on the relationship between external and internal factors of personality development, on the essence of creativity and the practical realization of the individual's potential. An integrated approach to the study of individuality the axiological interpretation of the laws of the macro- and microspheres, the leading provisions of the theory of "free education" (M. Montessori, J. Piaget, R. Steiner), the ideas of humanistic pedagogy (Sh.A. Amonashvili, M.N. Berulava, P. P. Blonsky, V. A. Sukhomlinsky, K. D. Ushinsky) made it possible to reveal certain facets of the problem under study.

The theoretical basis of the article was the works of well-known scientists involved in the study of the problem of an individual approach (A.A. Budarny, JI.V. Vinogradova, V.M. Galuzinsky, E.S. Rabunsky, V.F. Kharkovskaya, etc.); issues of creativity and creative activity (L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, A.N. Leontiev); development of creative activity (K.A. Abulkhanova-Slavskaya, A.A. Bodalev, A.A. Kirsanov, A.I. Krupnoe, N.S. Leites, O.G. Maneeva, A.E. Sanko, etc.); ability formation (I.V. Barykina, A.V. Batarshv, V.A. Krutetsky, S.L. Rubinshtein, B.M. Teplov, etc.).

In the course of the article, a set of methods was used that were adequate to the nature of the phenomenon under study: theoretical analysis of philosophical, pedagogical, psychological and specialized methodological literature; study and analysis of pedagogical experience in the field of individualized learning; empirical methods (observation, questioning, interviewing, conversation); development and implementation of a pedagogical experiment on the problem; methods of statistical data processing.

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