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Planning Upbringing Lessons On The Basis Of An Individual Approach: Criteria And Stages

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Abstract: This article provides a comprehensive analysis of the theoretical and methodological foundations for planning upbringing (character education) lessons based on an individualized approach within the modern education system. The article proposes a four-stage planning model for upbringing lessons grounded in an individual approach.

Keywords: Individualized approach, upbringing lessons, learner-centered education, pedagogical technologies, learner needs, methods of upbringing, educational process, psychological approach, pedagogical monitoring, planning stages, educational/upbringing process, competence-based approach, teacher–student relationship, collaborative learning, modern pedagogy.

Introduction: Education in the 21st century—grounded in humanistic principles—requires a deep understanding of each learner’s personal needs, individual abilities, learning style, and level of development. The traditional one-size-fits-all model is steadily losing relevance, giving way to learner-centered, differentiated, and individualized approaches. This is especially crucial in the sphere of upbringing/character education, because upbringing is the process of developing the individual in a well-rounded manner, shaping moral values, and cultivating a person who benefits society. Every learner is a unique individual—whose need for learning, life experience, worldview, interests, and socio-emotional state differ from others. An individualized approach directly addresses this by applying educational methods tailored to each learner, creating opportunities that support personal growth and development. This approach not only raises achievement levels, but also nurtures key

personal qualities such as self-awareness, self-esteem, active participation, and a sense of responsibility.

Globally, education is widely recognized as a driving force of sustainable development. In the modern era, organizing the educational process innovatively on the basis of competence-based approaches has become an urgent priority, calling on every young generation to think deeply and to develop creativity and inventiveness. Education serves not only to impart knowledge, but also to cultivate in students the skills of independent thinking, problem-solving, and active participation in society. Educating learners as independent, well-rounded individuals is a decisive factor in helping them find their place in their future personal and social lives.

In the book “The New Uzbekistan Strategy” by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, the concept of *ma’rifatlilik* (enlightenment/education-mindedness) is given special emphasis [1]. This strategy highlights four pillars of national development: pre-school and primary education, general secondary education, higher education, and the mentors, teachers, scholars, and professors who support them. As the President has stressed, great responsibility rests on every mentor and teacher working in the education system, because they play a decisive role in educating the younger generation and instilling knowledge and moral values. In turn, this helps strengthen the foundations of our country’s socio-economic development.

Individual approach is a principle of working in the teaching and upbringing process that takes into account each person’s unique characteristics, abilities, needs, and interests [2]. This approach envisages providing support tailored to each student or learner in terms of learning style, pace, and content.

The main features of the individual approach are: first, adapting to the learner’s abilities and needs; second, personalizing the content and methods of instruction; third, creating opportunities for the learner’s self-development; fourth, taking developmental pace into account; fifth, personal communication and support for the learner.

The effectiveness of the individual approach is directly linked to the principles—that is, the criteria—on which it is based. These criteria imply considering the learner’s personal characteristics, orienting the teaching and upbringing process toward the individual, and engaging the learner as a conscious participant. They include the following:

1. Focusing on the whole learner. The first and most important criterion of the individual approach is to view the learner not only by level of knowledge, but

together with their emotional, social, psychological, and cultural state [3]. Every learner has a unique worldview, character, interests, and life experience. The upbringing process must be organized with these aspects in mind. For example: a learner with lower self-confidence should be given more encouragement, individual conversations, and a sense of success through small achievements. The educator should continuously observe the learner’s personality, factors in the family environment, and emotional background. Through this criterion, upbringing is not merely the instillation of moral norms; it is harmonized with deep personal dimensions such as humanity, empathy, communication, and self-awareness.

2. Flexibility. Each learner’s pace of learning, motivation, and life circumstances differ. Therefore, the plan for upbringing should not be rigid and standardized but flexible and ready for changing conditions. Example: some learners are more active in group work, while others can express their thoughts more freely in one-on-one conversation. Flexibility means recognizing this difference and responding accordingly. In upbringing lessons, using multiple methods (discussion, role-plays, handouts/notes, storytelling, watching videos) makes it possible to account for learners’ individuality. Flexibility ensures the individual approach remains dynamic and context-appropriate. Through this criterion, every learner feels understood, valued, and important.

3. Expanding opportunities through the student’s voice. In the teaching–upbringing process, learners should be engaged not just as listeners but as active participants. Paying attention to the student’s views, perspectives, initiatives, and wishes, and enabling them to take part in decision-making, is an integral part of the individual approach [4]. Examples: soliciting students’ suggestions when selecting topics for upbringing lessons; discussing problems together. When the student’s voice is taken into account, they feel like the “owner” of the process and their sense of responsibility increases. This criterion helps cultivate readiness for social activity, leadership skills, communicative culture, and independence of thought.

4. Flexible content and pacing. Students differ in the speed at which they assimilate information and in their interest levels based on their abilities. Therefore, the content and pace of upbringing (character-education) lessons should be personalized rather than standardized. For example: some students quickly grasp topics such as “friendship,” “honesty,” and “responsibility,” while others prefer to see these concepts illustrated through real-life examples. For the latter, more life-based cases and experience-sharing are more effective. Segmenting lessons, using individual assignments, reflection, and small-group discussions

aligns with each learner's pace. This criterion allows students to develop at their own speed and ensures that individual needs are not neglected.

5. Comprehensive assessment. In an individual approach, assessment is carried out not only based on final outcomes but throughout the process and from multiple angles. This includes both formative and summative assessment. A student's participation in class, ideas, attitude, role within the group, and activity in problem-solving can be evaluated. Self-assessment by the learner, peer assessment, the mentor's opinion, and parents' feedback—all of these should be taken into account. This criterion enables the teacher to analyze the student's situation more deeply and to develop the necessary support measures.

6. Multi-stakeholder collaboration. An effective individual approach is not limited to the work of a single teacher or educator. It is formed through the cooperation of all educational actors around the student: parents, psychologists, special educators (defectologists), classmates, mentors, and others. When working with a learner with special needs, the educator should develop a plan together with a psychologist and a special education teacher. Holding meetings, jointly creating the student's Individual Development Plan (IDP), and keeping communication channels open are essential. This criterion plays an important role in increasing the consistency, continuity, and quality of educational/upbringing work [5].

The effectiveness and content of the upbringing (character-education) process largely depend on how it is planned. In particular, when planning upbringing lessons based on an individual approach, it is crucial to take into account each learner's personal characteristics, abilities, and needs. This approach makes it possible to define educational/upbringing tasks, select lesson content, and apply pedagogical methods in line with the student's individual development. The process of planning upbringing lessons on the basis of an individual approach is divided into strict stages. Each stage encompasses important tasks—from an in-depth study of learners' personal characteristics to the evaluation of outcomes. These stages are as follows:

Analysis stage: At this stage, learners' personal characteristics, abilities, needs, and interests are identified. Teachers administer diagnostic tests and conduct observations to assess learners' level of development. Based on this, the goals and tasks set in the upbringing process are individualized.

Goal-setting stage: Here, clear upbringing goals are formulated for each learner. The goals are oriented

toward developing learners' social, moral, and cultural values. In addition, lesson goals are harmonized with general pedagogical tasks, which increases the effectiveness of the upbringing process.

Content selection and adaptation stage: Pedagogical content is chosen to match learners' interests and individual needs. At this stage, instructional materials are adapted to the student's level of development and the methods to be used in the upbringing process are determined.

Activity and method planning stage: The methods and activities to be used in the upbringing process are defined. Taking the individual approach into account, teachers plan group, pair, or individual activities. At the same time, tasks are developed to encourage learners' independent activity.

Assessment and analysis stage: In the final stage, the degree to which learners have achieved the upbringing goals is evaluated. Teachers identify successes and shortcomings in the upbringing process and analyze the dynamics of individual development. Based on these results, improvements and adjustments are made for subsequent lessons.

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