

The Content of Individualization of the Educational Process in the Organization of Inclusive Education

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Annotation: the article analyzes the individual characteristics of children with special needs of inclusive education and the content of creating an adapted educational environment for each child. Also, in the modern environment of inclusive education, the conceptual aspects of inclusive education as well as pedagogical professional skills are covered in the full adaptation of students with special needs to individual abilities, social life.

Keywords and phrases: individual approach, individualization, cognitive processes, interests, tendency, ability, character, temperament, continuum, age, planning.

Inclusive education is an opportunity for educational organizations to provide equal education to all children. This education is based on understanding as the fundamental right of each person.

Inclusive education and upbringing is a process that provides equal opportunities for children to receive education and upbringing, taking into account their needs for separate education and individual capabilities.

Inclusive education is a public policy, an educational system that represents the elimination of barriers between disabled and healthy children, the inclusion of children in need of special education, (disabled for some reason) adolescents in a general educational process aimed at adapting to social life regardless of the defects or economic difficulties encountered in development.

Development of inclusive education in Uzbekistan in accordance with the decree of the president of the Republic of Uzbekistan "on approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" dated April 29, 2019 PF-5712, in order to improve the educational system for children with special educational needs and improve the quality of educational services provided to them, PQ-4860 resolution "on measures to further improve the educational system for children with special educational needs" of October 13, 2020 defines the improvement of teaching methods in inclusive education and the gradual introduction of individualization principles into the educational process.[3]

Children's individual characteristics are: cognitive processes, interests, trends, abilities, character, temperament, culture of family and society, etc. Chat with children separately. Educators must take into account the individual characteristics of each child. Some of these features cannot be identified by observation. Perhaps it is advisable to talk to children and have information about what they value in the family, what they are interested in, for this it is advisable to talk to their parents.

Culture of family and society. Our culture largely determines what we think, what we value and how we behave. Children socially adapt to life in a manner consistent with their family and community culture. We must respond to the needs of children in a way that respects their family culture and community culture. Educators should take into account the preferences and interests of children, language problems, unique abilities and family traditions.

Age. The movement and thinking of most children will be shaped and different than that of older children. Therefore, it is important to familiarize yourself with the stages of the child's development.

Age is an important factor in knowing what activities to organize, how to carry them out, and determining how long they will last.

Level of development. As mentioned above, it is not enough to consider only chronological age. For effective individualization, we must also take into account the level of development of the child. The development of children is often uneven, and cultural factors affect development in some area. If the group has capable children or children who are behind in development, the range of development levels will be large, which requires the educator to plan individualization during the day in different ways.

Personality and temperament. Our own personality and temperament can coincide with the personality of children or vice versa. Having understood and accepted these differences, we can change the living life of children for the better, planning activities in accordance with their personality and temperament. Gender equality. Although children are usually given the opportunity to choose friends and different classes on the basis of gender, it is necessary to know when it will happen, and it is advisable to awaken competence in all children through various materials, games. Educators should resist gender stereotypes, encourage boys and girls to play together at various events.

Training style. Everyone has their own choices in acquiring knowledge and skills. Among us, someone is audial (we learn better through hearing); someone else is visual (we need to see how it is done, read how it should be done or see it through pictures); others are kinesthetics (we need to do something). In the early stages of young children, these indicators may manifest themselves or, conversely, be imperceptible. Educators must organize the acquisition of knowledge by all children through new knowledge and skills using different (hearing, vision and performance) methods. In order for all children to achieve achievements, educators must take into account different educational styles.

Type of intelligence. U.S. psychologist Howard Gardner has described eight different types of intelligence in his research and scientific research, making the growing development of children with strong intelligence an object of research in his observations. Below are the types of intelligence created by Horward Gardner: - linguistic-understands and uses the sounds, structure, meanings of the task of the word and language; - logic-mathematics-differentiates logical or numerical schemes; thinks on the basis of logic and draws conclusions; - perceives and accurately expresses the spatial-visual / spatial world; - body-kinesthetic-controls body movements and masterfully controls the object; - musical-reproduces rhythm, tone, area and timbre and appreciates forms of musical expression; - interpersonal-recognizes the temperament, motivation and desires of other people and responds appropriately to mood; - inner personality-knows his feelings and acts on this basis; - naturalistic-well understands the world of animals, plants, geology and is in cooperation. The main meaning of this theory is that there is a lot of intelligence, and each of them has the same value for society. In teaching, however, educators focus primarily on only two or three.

Educators should take note and evaluate, use them if they see separately other strengths in children. J.Piaje believes that the mental growth of a child goes on to develop on the basis of his own internal laws, going through a series of qualitatively specific genetic stages. Education is the ability to only slightly accelerate or slow the process of mental maturation, but it is not able to have any significant impact on the process of mental maturation. [5]

Curiosities. Most children have at least one interest. For students, it can be a hobby for trucks and cars, a certain sport, music and songs, some animals, etc. Educators can involve these interests in various activities, types of activities, or develop projects on them. Sometimes children express their interests only at home and believe in demonstrating it within a group. Therefore, it is necessary to go to families and ask parents about them. Strengths and needs. All children have strengths (especially what they do well) and needs (how much help they need to do well). Sometimes strong characters and needs are inextricably linked.

Educators should use the strengths of children to help meet their needs. For example, two girls in your group may be interested in the cooking process and spend a lot of time on it, but they don't like reading books at all. This means that if you are interested in reading stories about food or cooking and giving books about it, you will discover another character of them. Self-confidence. Self-confidence indicators include the following tasks: how children perceive themselves, how much they know their original strengths and needs; how they assess their abilities in performing a certain task, as well as getting permission from adults to do something, such as helping adults. Children come to the group with all sorts of confidence or feeling good. Some consider themselves helpless, while others consider themselves extremely capable. Some will be between these two categories.

Foydalanilgan adabiyotlar ro'yxati.

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