

## THE CONTENT OF AN INDIVIDUAL APPROACH TO THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN A PRESCHOOL EDUCATIONAL ORGANIZATION

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ABSTRACT	KEYWORDS
<p>The problem of individualization of the educational process with the introduction of inclusive practice in pre-school educational institutions, the inclusion of children with disabilities in general education is discussed, and the tasks that practitioners should address in accordance with the requirements of GEF preschool education: the readiness of teachers to solve problems Inclusion, provision of interaction between specialists of different profiles, inclusion of parents in an inclusive process, the construction of an educational process and taking into account special educational needs, individual opportunities, potential abilities of each child, monitoring the dynamics of children's development are described. The importance of introducing a diagnosis of the individual dynamics of the development of a child with disabilities into the practice of preschool education, which opens up new opportunities in building an educational process that serves as a means to increase the effectiveness of the teacher and pre-school educational organization is emphasized. The conditions of a qualitative process of psychological and pedagogical support of children of preschool age with IDD are discussed on the basis of individualization of education in conditions of education.</p>	<p>inclusive preschool education, individualization, children with disabilities, individual development dynamics of the child.</p>

Inclusion in preschool education is a fairly new thing. If in general education schools this direction has become more widespread, then in preschool educational organizations, teachers have less idea about this.

Pointed out the need to create such a system of education in which a child with disabilities would not be excluded from the society of children with normal development. He pointed out that for all its merits, our special (correctional) school is distinguished by the main drawback that it closes its pupil into a narrow circle of a specific school team, creates a closed world in which everything is adapted to

the child's defect, everything fixes his attention on his own shortcoming and does not bring him into real life. Thus, L.S. Vygotsky was one of the first to substantiate the idea of integrated learning.

However, the concept of "integrated learning" has a fundamental difference from the concept of "inclusive learning". Inclusive education is the process of developing general education, which implies the availability of education for everyone in terms of adapting the conditions for receiving it to the characteristics of each child, including those with special needs, creating the most favorable conditions for their learning and development. While integrated learning assumes that a student with disabilities must adapt to the conditions that are created in the educational organization.

The individualization of preschool education, as practice shows, is a very difficult task for all participants in educational relations who carry out their professional activities in different types of educational organizations.

Like any innovation, inclusive practice needs a special professional and at the same time creative approach on the part of all participants in educational relations in order to obtain high-quality results. First of all, the success of inclusive preschool education depends on the availability of specialists, special psychologists, teachers-defectologists, speech therapists, on the level of preparedness of educators in solving the problems of inclusion, as well as on the level of motivation of parents raising children with disabilities, whose interest in accompanying their children together with the kindergarten should be on top. It is the quality of interaction between a psychologist, teachers and parents that will determine how the individual development trajectory of a child with disabilities develops [6; nine]. The characteristic specifics of the educational process are determined by special educational needs, both common to all categories of children with disabilities, and specific, inherent in a separate category of children, which are quite difficult for a teacher to understand [1; five]. Therefore, for the educator of a general educational preschool organization, the usual educational tasks in the context of inclusive practice are sometimes transformed into problems of such complexity, the solution of which becomes inaccessible, which leads to self-doubt. In this case, the support from specialists is very important.

Another problem, which is also very difficult, is the organization of interaction at the level of "adult - child", which should be built in a new format of partnerships [7]. So far, we have to state that the transition to this level is very difficult, not only for the educator and parents, but also for specialists. To imagine that the process of interaction with the child should look somehow different, it turned out to be difficult for the teacher, who fit into the established traditional system of interpersonal relations. The established order of interaction between adults and children is perceived by many teachers as quite natural.

The next problem in the framework of ensuring high-quality individualization of education in the context of inclusive practice, we associate with the requirements of preschool education for educational results in the form of targets "at the exit" from early and preschool age, which, in our firm opinion, must be specified in the target section, taking into account age features, individual capabilities, abilities, interests, special educational needs of children with disabilities.

The results of diagnosing the individual development of preschoolers with disabilities allow us to see not only the weaknesses of the professional activity of a particular teacher, but also to identify those aspects of his activity that he is good at, which can be the basis for generalizing work experience and its dissemination.

The organization of interaction between teachers to analyze the results of studying the dynamics of the child's individual development and planning the next step in development makes the system of

teachers' activities mobile, responding to current issues, and can significantly change the quality of preschool education for the better.

It should be noted that diagnostic data are not important in themselves, but are necessary for building a program of correctional and developmental work with a child based on the zone of its proximal development, which gives an adult a chance to organize the process of his interaction with the child so that the "step in development" of the child is made. For this, the following conditions must be met:

- establishment of partner interaction between an adult and a child, who becomes a full-fledged subject of educational relations;
- providing the child with the opportunity of independent activity, carried out with the support of an adult;
- appropriation by the child in the activities of those methods that are implemented jointly with an adult, and through the reflection of their own and joint methods of activity;
- variability of joint actions to overcome a problem situation, when development can occur simultaneously in several directions, or, as he wrote, "one step in learning can give one hundred steps in development";
- the formation of the child's ability to see and overcome their own difficulties, ie. developing and strengthening his confidence in his own abilities, which is an important and valuable resource for inclusive practice.

Let us dwell on solving the problem of creating a flexible developing subject-spatial environment as one of the conditions for the qualitative individualization of the educational process in a group of combined orientation. Here it must be said that the correctional and developmental environment is an important rehabilitation and socially adaptive means of educating and developing children with and has a significant difference from the subject-developing environment of general preschool organizations. A number of principles that determine the corrective orientation of the subject-developing environment have been identified:

- preventive orientation: prevention of the appearance of deviations in the psychophysical development of the child through socially adaptive ways of his interaction with adults and peers, special didactic, play and everyday material;
- propaedeutic orientation: gradual introduction of the child into the information field with special equipment for the implementation of the tasks of sensory, motor, intellectual development, psycho-emotional relief, social orientation, etc.;
- compensatory orientation: activation of safe analyzers, thinking, speech, memory on the basis of special socially organized developing subject-spatial environment;
- correctional orientation: correction of secondary disorders in the psychophysical development of children using special educational material.

A specific condition for accompanying a child with is the availability of adapted materials. Their adaptation can be carried out individually for a particular child, as well as for working with a group of children with similar characteristics. The most common ways of adapting educational material and the tasks themselves for working with children include: simplifying the instructions for the task; individualization of stimulus materials;

the use of additional visualization, which allows you to better understand the content of the material, tasks; reducing the volume of tasks while maintaining their level of complexity; simplification of the material, the content of the task, etc.

Thus, the individualization of the educational process reflects its focus on the individual, satisfaction of special educational needs, taking into account individual capabilities and abilities, personal characteristics of the activity, i.e. taking into account the characteristics of each child with, which allows the preschool educational organization to follow the path of achieving the quality of education for preschool children in an inclusive practice.

## **List of used Literature:**

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