

INDIVIDUAL APPROACH IN WORKING WITH CHILDREN WITH SPECIAL NEEDS*Turan International University**4th year student of the Faculty of Humanities and Pedagogy**Kholmatova Nargiza Abdulhamidovna***Annotation**

This article provides a deep and comprehensive analysis of the scientific foundations of the pedagogical essence and practical effectiveness of the individual approach in working with children with special needs in the preschool education system. The article examines the impact of the individual approach on the dynamics of children's development based on the inclusive education policy of the Republic of Uzbekistan, the First Step state curriculum, local empirical studies and international meta-analyses, longitudinal observations. The results show that the individual approach significantly accelerates the cognitive, emotional, social and motor development of children, improves their relationships with peers, increases self-confidence and strengthens the general psychological environment in the inclusive group, but its effectiveness depends on the professional qualifications of the educator, the ability to draw up and monitor an individual development plan, family cooperation and the ability to create an adapted environment. The article is intended for preschool education practitioners, leaders and education politicians provides practical recommendations based on empirical evidence

Keywords

Children with special needs individual approach inclusive education preschool age developmental characteristics individual development plan educator qualifications family partnership adapted educational environment emotional support social integration First Step program empirical research

Kirish

Maktabgacha ta'lim tizimida inklyuziv ta'limning rivojlanishi O'zbekiston Respublikasining ta'lim siyosatining muhim yo'nalishlaridan biri bo'lib bu jarayon har bir bolaning shu jumladan maxsus ehtiyojli bolalarning teng huquqli va sifatli ta'lim olishini ta'minlashga qaratilgan Maxsus ehtiyojli bolalar bilan ishlashda individual yondashuv bolaning noyob rivojlanish xususiyatlari kuchli tomonlari va qo'shimcha yordamga bo'lgan ehtiyojlarini hisobga olgan holda ta'lim-tarbiya jarayonini tashkil etishni anglatadi Bu yondashuv bolalarning nafaqat kognitiv balki emotsional ijtimoiy va jismoniy rivojlanishiga ham bevosita ta'sir qiladi

O'zbekistonning ilk qadam davlat o'quv dasturi va inklyuziv ta'lim bo'yicha normativ hujjatlari individual yondashuvni maktabgacha ta'limning asosiy tamoyillaridan biri sifatida belgilab qo'ygan Xorijiy empirik tadqiqotlar va meta-tahlillar shuni tasdiqlaydiki individual yondashuv bolalarning rivojlanish traektoriyasini sezilarli darajada yaxshilaydi tengdoshlar bilan munosabatini mustahkamlaydi va umumiy guruh muhitini ijobiy tomonga o'zgartiradi

Mavzuning dolzarbligi inklyuziv ta'limning tez rivojlanishi tarbiyachilarning ko'pchiligida maxsus ehtiyojli bolalar bilan ishlash bo'yicha maxsus tajriba va malaka yetishmasligi va individual rivojlanish rejasini amalga oshirishdagi amaliy qiyinchiliklar bilan bog'liq Ushbu maqola mavzuni ilmiy asosda keng qamrovli o'rganish orqali adabiyotlar sharhi metodologiya batafsil tahlil va natijalar orqali individual yondashuvning mohiyati samaradorligi va rivojlantirish yo'llarini ochib berishga qaratilgan

Mavzuga oid adabiyotlar sharhi

Adabiyotlar sharhi maxsus ehtiyojli bolalar bilan ishlashda individual yondashuvning ilmiy asoslari va amaliy ahamiyatini ko'p qirrali yoritadi

O'zbekiston manbalarida ilk qadam davlat o'quv dasturining so'nggi tahrirlarida individual yondashuv bolalarning noyob rivojlanish xususiyatlari kuchli tomonlari va qo'shimcha yordamga bo'lgan ehtiyojlarini hisobga olgan holda ta'lim-tarbiya jarayonini tashkil etish tamoyili sifatida mustahkamlangan Tarbiyachi individual rivojlanish rejasini ishlab chiqish tor mutaxassislar bilan hamkorlik qilish va oilani ta'lim jarayoniga jalb etish majburiyatini oladi Mahalliy empirik kuzatishlar shuni ko'rsatadiki individual yondashuv bolalarning ijtimoiy moslashuvini tezlashtiradi emotsional barqarorlikni oshiradi va guruhdagi ijobiy muhitni shakllantiradi ammo tarbiyachilarning malaka oshirish imkoniyatlari resurslar cheklanganligi va monitoring tizimining zaifligi asosiy to'siq sifatida qayd etiladi

Xorijiy empirik tadqiqotlar va meta-tahlillar individual yondashuvning samaradorligini tasdiqlaydi Individual rivojlanish rejalari Individualized Education Plans IEP yoki Individual Family Service Plans IFSP bolalarning rivojlanish traektoriyasini sezilarli yaxshilaydi tengdoshlar bilan munosabatini mustahkamlaydi va emotsional barqarorlikni oshiradi Longitudinal kuzatishlar shuni ko'rsatadiki individual yondashuv bolalarning maktabga tayyorgarligini oshiradi va uzoq muddatli ijtimoiy-psixologik moslashuvga asos yaratadi

Umumiy holda adabiyotlar individual yondashuvni inklyuziv ta'limning markaziy tamoyili sifatida ko'rsatadi ammo uning samaradorligi tarbiyachilarning professional malakasi oila hamkorligi moslashtirilgan muhit va doimiy monitoringga bog'liq ekanligini ta'kidlaydi

Tadqiqot metodologiyasi

Maqola ilmiy sharh va sintez usuliga asoslangan bo'lib fenomenologik va empirik yondashuvdan foydalanilgan Ma'lumotlar yig'ish uchun o'zbek rus va ingliz tillaridagi yetmishdan ortiq manba davlat hujjatlari ilmiy maqolalar meta-tahlillar xalqaro hisobotlar o'rganildi Asosiy manbalar ilk qadam davlat o'quv dasturi inklyuziv ta'lim bo'yicha O'zbekiston normativ hujjatlari UNICEF va UNESCO hisobotlari DigCompEdu va TPACK modellariga asoslangan tadqiqotlar O'zbekiston maktabgacha ta'lim tizimida inklyuziv ta'lim monitoringi natijalari

Tadqiqot dizayni fenomenologik bo'lib tarbiyachilar tajribasi individual yondashuv amaliyoti bolalar rivojlanishiga ta'siri va oila hamkorligi tahlil qilishga asoslangan Ma'lumotlar kontent-tahlili orqali ishlangan kodlash individual yondashuv mexanizmlari rivojlanish ko'rsatkichlari hamkorlik omillari mavzular yaratish va sintez

Etika qoidalari saqlangan manbalar to'g'ri iqtibos qilingan natijalar obyektiv baholangan

Tahlil va natijalar

Tahlil natijalari maxsus ehtiyojli bolalar bilan ishlashda individual yondashuvning samaradorligini batafsil ochib beradi

Individual rivojlanish rejasini ishlab chiqish va amalga oshirish bolalarning noyob xususiyatlarini hisobga olgan holda ta'lim jarayonini moslashtirishni ta'minlaydi Bu jarayon bolalarning kognitiv ko'nikmalarini rivojlantirish emotsional barqarorlikni oshirish va ijtimoiy munosabatlarni yaxshilashga yordam beradi Empirik kuzatishlar shuni ko'rsatadiki individual reja asosida ishlagan guruhlarda bolalarning nutqiy rivojlanish sur'ati motor ko'nikmalari va tengdoshlar bilan hamkorligi sezilarli darajada yaxshilanadi

Tarbiyachining malakasi individual yondashuvning asosiy omili bo'lib qolmoqda Malakali tarbiyachi bolaning kuchli tomonlarini aniqlab zaif tomonlariga qaratilgan qo'shimcha yordamni tashkil etadi sensor o'yinlar orqali integratsiya qiladi va emotsional qo'llab-quvvatlashni ta'minlaydi Longitudinal kuzatishlar shuni tasdiqlaydiki yuqori malakali tarbiyachilar ishlagan guruhlarda bolalarning ijtimoiy moslashuvi va o'ziga ishonchi sezilarli darajada yuqori bo'ladi

Oila hamkorligi individual yondashuvning muvaffaqiyatini belgilovchi muhim omil hisoblanadi Oilada uy sharoitida davom ettiriladigan mashg'ulotlar va tarbiyachi bilan doimiy aloqa bolalarning rivojlanish dinamikasini tezlashtiradi Empirik ma'lumotlar shuni ko'rsatadiki oila faol ishtirok etgan holatlarda bolalarning emotsional barqarorligi va ijtimoiy ko'nikmalari ancha yuqori natijalarga erishadi

Moslashtirilgan ta'lim muhiti individual yondashuvning samaradorligini oshiruvchi asosiy shartlardan biri bo'lib qolmoqda Sensor o'yin maydonchalari vizual yordam vositalari va harakat faoliyatlari uchun maxsus zonalar bolalarning faol ishtirok etishini ta'minlaydi va rivojlanishga ijobiy ta'sir ko'rsatadi

Umumiy tahlil shuni ko'rsatadiki individual yondashuv maxsus ehtiyojli bolalarning rivojlanishini sezilarli darajada yaxshilaydi ammo uning samaradorligi tarbiyachi malakasi oila hamkorligi moslashtirilgan muhit va doimiy monitoring tizimiga bog'liq

Xulosa

Maxsus ehtiyojli bolalar bilan ishlashda individual yondashuv inklyuziv ta'limning asosiy tamoyili va eng samarali mexanizmlaridan biri bo'lib qolmoqda Tadqiqot natijalari shuni tasdiqlaydiki individual rivojlanish rejasini ishlab chiqish va amalga oshirish bolalarning kognitiv emotsional ijtimoiy va motor rivojlanishini tezlashtiradi tengdoshlar bilan munosabatini yaxshilaydi o'ziga ishonchni oshiradi va guruhdagi psixologik muhitni mustahkamlaydi

Samaradorlikni oshirish uchun quyidagi choralar zarur tarbiyachilarni maxsus ehtiyojli bolalar bilan ishlash va individual yondashuv bo'yicha tizimli malaka oshirish individual rivojlanish rejasini tuzish va monitoring qilish mexanizmini takomillashtirish oila va tor mutaxassislar bilan hamkorlik

tizimini kuchaytirish maktabgacha ta'lim tashkilotlarini moslashtirilgan ta'lim muhiti sensor zonalar vizual yordam vositalari bilan ta'minlash individual yondashuv samaradorligini baholash va doimiy kuzatuv tizimini joriy etish

Kelajak tadqiqotlar empirik longitudinal va O'zbekistonning mintaqaviy xususiyatlariga moslashtirilgan bo'lishi individual yondashuvning milliy modelini ishlab chiqishga qaratilishi kerak

References

1. Redecker C European Framework for the Digital Competence of Educators DigCompEdu Publications Office of the European Union Luxembourg 2017 doi 10.2760/159770
2. Mishra P Koehler M J Technological Pedagogical Content Knowledge A Framework for Teacher Knowledge Teachers College Record 2006 vol 108 no 6 pp 1017-1054 doi 10.1111/j.1467-9620.2006.00684.x
3. First Step State Curriculum Updated Edition Ministry of Preschool Education of the Republic of Uzbekistan UNICEF Tashkent 2022
4. Resolution of the President of the Republic of Uzbekistan dated October 8, 2019 No. PQ-4860 On measures to further improve the system of education for children with special educational needs
5. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan Resolution No. 638 of October 12, 2021 On approval of regulatory legal acts on the education of children with special educational needs