



DESIGN AND IMPLEMENTATION OF THE INDIVIDUAL LEARNING TRAJECTOR OF THE TEACHER

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Article history:	Abstract:
<p>Received: March 1st 2023 Accepted: April 3rd 2023 Published: May 10th 2023</p>	<p>The effectiveness of the system of continuous professional development of pedagogues depends on the extent to which their professional difficulties and needs are satisfied and their individual characteristics are taken into account. For this purpose, serious efforts are being made to introduce technologies aimed at ensuring the addressability and continuity of continuous professional development of pedagogues into the system.</p> <p>This article describes the individualization of in-service education, its essence, levels, the structure of the individual education trajectory of a pedagogue, and the stages of its design.</p>

Keywords: Individualization, individual education program, individual education route, individual education trajectory, Gantt chart.

Large-scale reforms in the field of education determine the urgency of the problem of fully satisfying the needs of the state, society and pedagogues for the quality of advanced education. In this case, an effective solution to the problem can be achieved through individualization of the process of continuous professional development of pedagogues, which allows pedagogues to realize their inner potential and opportunities, to realize their professional deficits and to correct them.

According to the pedagogical encyclopedia, individualization means the system of managing their learning activities, which takes into account the individual-psychological characteristics of each learner. Individualized teaching is provided by means of educational methods and various teaching-methodical, psychological-pedagogical and organizational management measures based on an individual approach to the organization of the educational process [7, pp. 83-84]. Also, in the process, the teaching method and pace are selected according to the individual differences of learners, the level of development of their ability to study [p. 8,201].

E.V. Bondarevsky, S.G. Vershlovsky, V.I. Zagvyazinsky, D.M. Zembitsky, V.A. Kan-kalik, A.V. Petrovsky, M.M. Potashniks in the studies of pedagogical professionalism formation and development The necessity and specific perspectives of transition from styles to individual styles are indicated. Analyzes and research show that the basis for solving these problems is the pedagogue's own position, the desire and ability to acquire new pedagogical thinking, the ability to select and develop special pedagogical programs and technologies [2, p. 78].

According to I.M. Osmolovskaya, individualization is an important form of educational differentiation, in which the educational process is built taking into account the characteristics not only of the group, but also of each individual learner. I.E. Unt understands individualization as taking into account the individual characteristics of students, regardless of what forms and methods of education are used [5, p. 184].

Individual education program is a program that is independently created based on the results of diagnosis of professional needs, difficulties, interests and motives of a pedagogue, is oriented towards personal and professional development, provides an opportunity to optimize the types and forms of continuous education, and provides for independent education.

Individual educational route - determines that the pedagogue implements the consistency of mastering the individual educational program depending on the time criteria and stages, accompanied by the consultant, and the flexibility of the educational process to existing conditions.

An individual educational trajectory is a unique path of action based on the pedagogue's defined, realized and experiences of realizing his personal potential, professional improvement, defining his position and self-expression in the educational process.

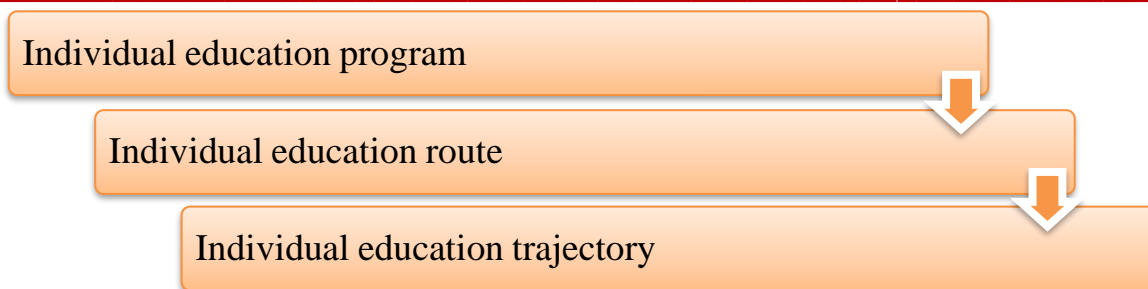


Figure 1. Scheme of interaction of concepts of individual education program, individual education route and individual education trajectory.

So, in the professional development of a pedagogue, three mutually demanding levels of designing one's educational activities were distinguished. The individual educational trajectory implies the existence of an individual educational program and route (content determination, planning, analysis) and elaborate methods of its implementation (educational process organization technology).

The individual educational trajectory of the teacher expands the limits and possibilities of the training environment and creates the conditions for strengthening motivations for training, choosing and implementing convenient and effective means of continuous improvement of professional competence. It also serves to take into account individual characteristics, interests, professional difficulties and needs, personal motivations, experience, level of qualification and social opportunities of pedagogues.

Creating an individual educational trajectory of a teacher requires him to have skills such as being able to understand and evaluate the level of professional deficits, planning and foreseeing development points. The results of the questionnaires conducted with the trainees of advanced training courses during the study showed that pedagogues have a positive attitude towards the creation and implementation of an individual educational trajectory and that they have a need for it. "Do you consider training to be effective by creating an individual learning trajectory?" Although most of the participants gave a positive answer to the question, more than 69% of them stated that they could not create individual educational trajectories independently. This confirms that pedagogues do not have enough information about the form, methods and tools of professional development, and it is necessary to organize scientific-methodical support for the process of creating and implementing an individual education trajectory. At the same time, in this process, the close interaction of teachers, methodologists, qualified specialists and pedagogues is important.

The individual educational trajectory of a teacher can be structurally divided into content-related, corrective-analytical and organizational components (Fig. 2).

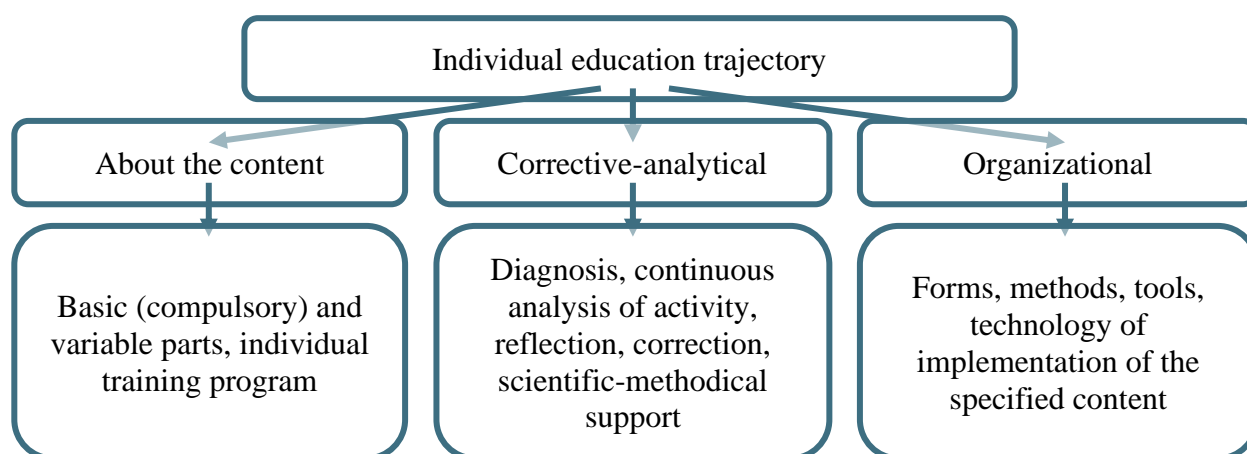


Figure 2. Individual education trajectory structure.

The content component of the individual learning trajectory defines the content of in-service training. The basic part involves mastering the modules specified in the State requirements and aimed at improving the quality of education and teacher competence, and the variant part involves the mastering of the modules determined based on the results of the diagnosis of the professional needs of the pedagogue and his choice according to his personal interests. These modules are reflected in the individual educational program of the pedagogue.

The corrective-analytical component determines the diagnosis of the professional difficulties and needs of the pedagogue, continuous analysis during the activity, self-analysis and making changes to the individual educational trajectory according to the results, as well as the adjustment of the organizational component. In this place, the

pedagogue is provided with scientific and methodical support in creating an individual educational program and determining its route. Because, in the process of designing and implementing an individual educational trajectory, the functional tasks of the teacher and methodologists of the vocational training institution change, and the function of interaction is transferred to the consultant, analyst, organizer, coordinator.

The organizational component represents a set of methodical and technological methods of mastering the specified educational content, a methodical system such as the form, methods, tools and supporting instruments of the pedagogue's educational activity.

When designing an individual educational trajectory, a pedagogue and a consultant should work together and take into account the following:

- general professional training, work experience, professional difficulties and needs;
- state of professional and social activity;
- psychological characteristics (temperament, character, emotionality, etc.), communicative characteristics;
- formation and stability of professional, social and knowledge motives;
- able to make optimal decisions and choose the most convenient and effective forms and methods for him
- reflection, understanding of the contents and deficits of activities, etc.

The algorithm for creating and implementing an individual education trajectory is presented in the following figure (Figure 3):

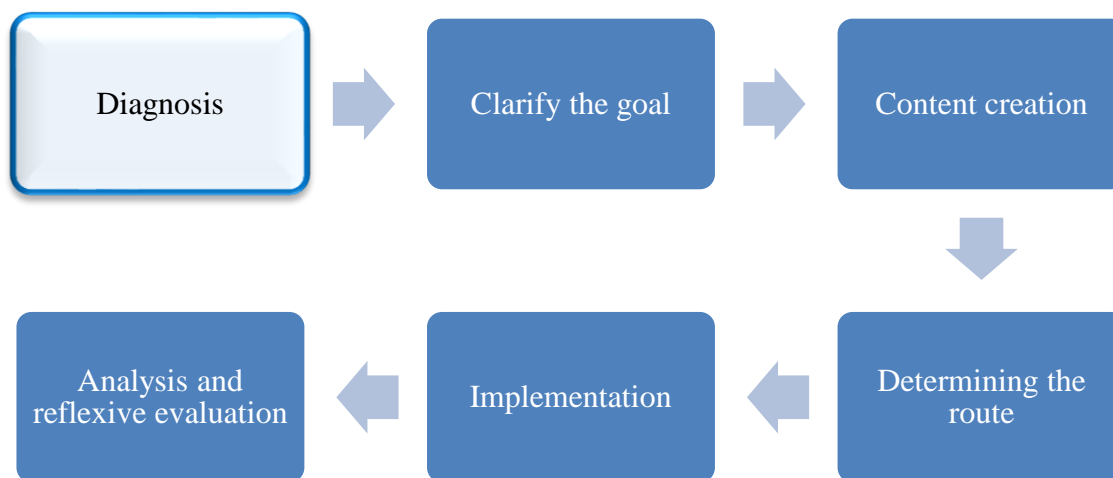


Figure 3. Algorithm for creating and implementing an individual educational trajectory.

Diagnosis. At the first stage, the initial situation of the pedagogue, i.e. the level of professional skills, professional difficulties, needs and interests, subjective position, individual style and characteristics of intellectual-creative activity are determined. For this, a complex professional diagnosis is conducted. Diagnosis is carried out in cooperation with a consultant using questionnaire, test, interview methods. Here, it should be emphasized that it is very important for the pedagogue to have self-diagnosis, self-analysis, self-evaluation experience, to understand the limits of his personal potential, professional deficits and opportunities, and to have a stable motivation. Because, the pedagogue can protect the vector of achieving goals and tasks from his work only through his professional self-awareness.

Clarify the goal. Based on the results of the diagnosis conducted at this stage, the purpose of training (individual selection of the training goal) and the expected results are determined. When setting the goal, not only the professional difficulties and needs of the pedagogue are taken into account, but also the proportionality of external requirements (orders of the state and society, needs of the educational institution, suggestions of parents, students).

Content creation. When the teacher designs the content of the individual educational trajectory, the available resources are adapted. First, the invariant part of training plans, i.e. the mandatory (basic) modules are introduced, and then the variant part of the program is formed together with the consultant. This part may consist of variable modules of training plans, participation in various methodological activities, preparation (or advanced experience) and implementation of projects, independent education and other pedagogical activities. The designed content should fully cover the knowledge, skills and competencies to be acquired in order to achieve the set goal.

It is necessary to develop the program together with the teachers of the department, which is suitable for methodologists and pedagogues, in which the number and hours of invariant modules are clearly indicated, and an arbitrary number of variable modules is determined.

Determining the route. At this stage, the mechanism of interaction of the pedagogue with the participants of professional development education and directions of action are determined. In it, in cooperation with a pedagogue consultant, the forms of professional development (traditional or distance professional development courses, on-the-job training, mentor-apprentice system, internship, indirect professional development, skill school, various methodical activities, etc.), time criteria, reporting, analysis and control defines the types. After the individual educational route is approved by the head of the educational institution and normatively strengthened by means of relevant agreements, the process of its implementation begins.

Implementation. The determined individual educational route is carried out under the scientific-methodical support of the consultant and based on his experiences. This stage is very complex and determines the ability of the pedagogue

to take responsibility and to achieve his goals. The teacher's skill is seen in the purposeful organization of individual activities, the search for effective means of implementation, the ability to define, edit and evaluate criteria for the analysis of activities, and the ability to work with specific deadlines. If necessary, additional specialists are involved or consulted together with the consultant.

In the process, the trajectory of individual education can change as a result of editing its goal and content, implementation strategies and tactics. During the route, the educator can change the forms of training (for example, from traditional to remote or vice versa), the selected variable modules (for example, opting out of some modules and choosing another) and the scheduled time.

Analysis and reflexive assessment. This stage is the final one, in which the educational products of the activity in the process are displayed, the results are analyzed and compared to the set goals. Reflection is organized in the form of individual conversation, self-evaluation and analysis, mutual evaluation and control, comparison of changes, reflexive essay.

Using a Gantt chart in planning an individual learning trajectory has several advantages. A Gantt chart is a common form of bar chart (histogram) used to clearly depict a project plan or work schedule. As a project planning method, the to-do list represents the time criteria and sequence of execution of tasks and actions. It serves as a standard component and an important instrument for project management.

Scientific-methodological support in the design of an individual educational trajectory of a teacher, active interaction with a consultant and relevant specialists, methodical activities aimed at increasing the professional competence of pedagogues (plan of traditional and distance training courses, activities of methodical structures, training sessions on the move, virtual pedagogical associations, conference, forum, seminar, etc.) it will be necessary to provide specific address information.

Thus, the individual educational trajectory of professional development allows the pedagogue to actively strive to improve his professional competence, to show and prove his professional and personal individuality based on rapid reflexive correction and scientific-methodical accompaniment, to raise his value-conscious worldview and faith, to demonstrate and popularize his best practices, and creates conditions for growing professional skills.

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