



## SPECIFIC FEATURES AND PRACTICAL IMPLEMENTATION OF INTRODUCING INDIVIDUAL LEARNING TRAJECTORIES BASED ON DIGITAL PLATFORMS IN HIGHER EDUCATION INSTITUTIONS

Nishonov, Farkhod Musazhonovich  
Tashkent State University of Economics, Uzbekistan

### ABSTRACT

the article highlights the importance of introducing individual educational trajectories in higher education institutions and the need to use digital educational platforms. The problems in the process of switching from a traditional educational system to personal educational paths and the role of tutoring assistance in solving them are analyzed. The article also emphasizes the importance of a credit-modular system, personal tables and a tout service in the implementation of an individual educational trajectory. Issues of development and application of personalized educational programs in the teaching of mathematics in economic higher education institutions are also considered.

**KEYWORDS:** Innovation education, Individual Education trajectory, digital education platforms, personalized education, tutoring service, credit-module system, mathematics education, personal charts, Economic Education.

### INTRODUCTION

In the process of modernization of the educational system, the introduction of individual educational trajectories is gaining importance. Creating and implementing personalized educational programs, especially in the preparation of specialists in the economic field, serves the professional development of students. In this process, the introduction of digital learning platforms and tutoring support will help students to learn independently and take into account their individual interests and needs. The transition from the traditional education system to personal learning trajectories is an important task for higher education institutions, and the effective organization of this process depends on the implementation of digital technologies.

The implementation of the educational process based on educational trajectories in higher education institutions requires the use of digital educational platforms. Because it is not possible to create thousands of custom tables manually. The transition from traditional, classical educational programs to an educational system based on individual learning trajectories is clearly a challenge for any higher education institution. For example, a single table for each group should be divided into dozens of different tables, and textbooks common to each subject can be replaced by a set of educational programs in different formats. In addition, they need advisors or tutors to convey these to students, to give them the necessary advice in the current environment so that they can make the right choice.

Emphasis is also placed on the tutor's recording of individual experiences, including personal successes, challenges, and failures, as he or she implements his or her educational program. The

success of the joint activity of the student and the tutor is to determine the experience of implementing the individual educational program.

E.V. Goncharova and R.M. Chumicheva use two concepts that reveal the individualization of the students' educational process: "individual educational direction" and "individual educational trajectory". They do not give their own interpretation of the first term, but agree with the position of researchers S.V. Vorobyova and N.A. Labunskoy: "Individual education is a purposefully developed differentiated educational program, which teachers provide to the student for self-determination and self-awareness. provides the position of the subject of the selection, development and implementation of the educational program when providing pedagogical assistance.

This definition emphasizes that individualized education includes the construction of an educational program for each student. The focus is on the position of the student: he independently creates and implements his educational program. At the same time, the teacher mentor only helps him to make a decision about choosing his own development path, as well as to implement the chosen educational path.

Researchers emphasize that the trajectory of individual education in higher education is related to the introduction of credit-module units into the educational process. Comparing the concept of "individual learning trajectory" with the concept of "individual learning direction", the authors come to the following conclusion: "Individual learning trajectory is a complex general concept that came to pedagogy from physics. It has a broader meaning than the concept of "individual education".

In this regard, the construction of an individual educational trajectory includes several directions of implementation: substantive (variable curricula and curricula that determine the individual educational path), activity (special pedagogical technologies) and procedural (organizational aspect).

T.A. Timoshina considers the concept of "individual educational trajectory" from the perspective of anthropocentric and competence-based approaches: "The individual educational trajectory of a student is an individual educational path determined by the student together with the teacher, organized taking into account motivation, ability, mental, psychological and physiological factors".

In this case, the student's educational trajectory is defined by the word "path". We correct the following opinion: If T.M. Kovaleva defines the "individual educational trajectory" as the "trace" of the student's course of action, T.A. Timoshina defines it as the line of movement along the chosen educational path of the student.

The second scientist believes that the role of a qualified teacher and psychologist is important for the teacher, who helps the student to choose the optimal path of development. Note that the last definition lists the student's individual characteristics and capabilities.

In this case, the teacher-coach helps the student to choose his own development path, comprehensively analyzes his individual capabilities and characteristics, which helps to more fully realize the principle of individualization of the educational process.

T.A. Timoshina also emphasizes that the concept of "individual education trajectory" is closely related to the concept of "individual education direction". To distinguish between them, he relies on the explanatory dictionary edited by D.N. Ushakov, where "trajectory" is defined as

"the path of movement of some body or point" and "direction" is defined as a pre-planned route showing the main points.

Based on this, the researcher considers the individual educational direction as an integral part of the individual educational trajectory. This difference is justified as follows: "... well-defined time and educational criteria, as well as educational stages, are characteristic of educational areas."

S.M. Bochkareva introduced the concept of "individual trajectory of development" and understands it as "the line of action of a student in the self-development of a person with unique characteristics." Through this definition, the author emphasizes that the educational process is connected with changes in the student's personality. They change the structure of educational motivation and the hierarchy of motives; in the formation of value directions such as interesting work, knowledge, productive life, education, responsibility, efficiency in business; manifests itself in the formation of readiness for self-development and adequate self-esteem. The formation of adequate self-esteem is very important, because the student's critical attitude allows him to correctly associate his strengths and capabilities with tasks of various difficulties and the demands of the people around him.

N.A. Labunskaya connects the construction of the student's educational path with the concept of "individual educational path". To define its content, the author introduces a broader concept - "generalized educational direction". He defines it as "a set of stages, periods, lines common to a range of students that characterize their progress in higher education and reflect their interactions with the educational environment." In other words, the researcher considers the general educational direction as a collection and diversity of individual educational directions. The individual educational direction, in turn, appears as one of the projections of the generalized educational direction and exists as a variant of the educational promotion path (route type). The use of the phrase "educational promotion" gives a deep meaning to the individualization of the educational process at the university, in which the construction of the student's own educational path and promotion along it ensures the greatest effectiveness of the educational process. At the same time, the student not only acquires the necessary knowledge, but also becomes an educated person in the deep sense of the word.

N.A. Labunskaya reflects the following aspects in the context of the concept of "individual education" of a student: personal positions that show his attitude to higher professional education, mechanisms of his selection and methods of obtaining it.

Thus, the introduction and use of the concept of "generalized educational direction" by the author made it possible to reveal the content of the concept of "individual educational direction" from two sides:

- 1) as one of the options of the general education course;
- 2) as a result of the student's interaction with the educational environment, this interaction is general (elements, stages), specific and special, characteristic only for a particular student's educational direction.

M.A. Grinko introduces the concept of "individual educational trajectory", which reveals the meaning of the concept of "individual educational direction". The scientist understands the trajectory of individual education as "the organization of the student's educational activities at the university in a person-oriented manner, the realization of individual aspirations, the

development of life strategies, the construction of the educational process in the conditions of the formation of the foundations of individual, creative and professional development."

It focuses on the educational process at the university, in which the student is at the center. This interpretation is similar to the interpretation of the concept of "individual education trajectory" by E.V. Goncharova and R.M. Chumicheva.

It is emphasized that education and training processes are an integral part of education in higher education. Thus, M.A. Grinko expands the scope of the educational process at the university, where the educational aspect is usually not taken into account. The integral connection of education and training processes reveals the deep meaning of education at any level. Life development and not only educational strategies allow the student to succeed in all areas of life, but the formation of the foundations of individual, creative and professional development allows the student to fully reveal his potential.

M.A. Grinko in the direction of individual education understands "the development of a curriculum, taking into account the level of individual needs and capabilities, which ensures the educational experience of the student, the solution of his educational problems." Based on the above, the individual education path is determined by the implementation of the individual education trajectory by a particular student. A student who has built an individual educational path adopts the curriculum based on his capabilities and needs. As a result, he gets the knowledge and skills he needs and fills the gaps in his education.

Researcher A.S. Gayazov distinguishes two concepts: "individual education trajectory" and "individual education direction". The line of action (trajectory) of the educational program receives clarification on the way (direction).

A.V. Turkina begins the analysis with the general concept of "educational path", by which he understands "a pre-planned "path of spiritual pursuit" associated with the acquisition of higher education of a person". It is noted that the student prepares the main stages of the educational direction in advance and plans for the development of his education.

V. I. Bogoslovsky defines the concept of "individual educational direction" as a student's educational advancement path formed by a combination of objective and subjective factors and carried out by the student himself.

In this definition, as in the definition of N.A.Labunskaya, it is emphasized that the most important goal of the educational process is to become an educated person in all senses of the word, to introduce him to high culture. However, the factors that shape the student's educational direction are not indicated, but only described as objective and subjective. In our opinion, such formulas are general and insufficient to determine the student's awareness of the choice of an individual educational field.

Based on the analysis of different approaches to defining the main and relevant concepts, identifying common and different features in their content, we tried to give working generalized definitions to the terms "individual educational program", "individual educational direction" and "individual educational trajectory".

Thus, through the student's individual education program, we focus on the initial plan drawn up by the student himself with the help of a teacher-coach, aimed at his personal and professional development; we understand educational and other activities designed to take into account the personal, educational and professional interests, needs and requirements of the student.

A student's individual education path is defined as a pre-planned path based on an individual education program previously created by us; time and educational criteria, as well as educational stages are clearly defined in the direction; its construction occurs when the coach provides pedagogical support.

By the student's individual educational trajectory, we understand the individual path in education that is independently built and implemented by the subject of the educational process, in which the coach should provide pedagogical support for his self-determination and self-realization. Also, the trajectory of individual education is aimed at realizing individual aspirations, developing life strategies, forming the foundations for individual, creative and professional development of the student.

Thus, there are three levels of instructional design for a given student. The first and general idea is reflected in the student's individual educational program. In addition, the clarification of the program is reflected in the developed individual educational direction and the individual educational trajectory of the student.

The introduction of individual educational trajectories allows for the individualization of the educational process in higher education institutions, and the use of digital educational platforms is an integral part of this process. This approach helps to develop the professional potential of students, especially in the preparation of specialists in the economic field. Tutoring services and personal scheduling options allow students to learn independently and effectively manage their personal development. Also, the introduction of digital educational platforms is important in increasing the efficiency of the educational process and training competitive specialists.

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