

INKLYUZIV TA'LIM MUHITIDA TALABALARNING O'Z-O'ZINI PERSONALASHTIRISH JARAYONINING NAZARIY ASOSLARI

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Annotation: *In this scientific article, the theoretical foundations of the process of self-personalization of students in the environment of inclusive education are widely covered. The pedagogical essence of inclusive education, personality-oriented approaches and mechanisms for the formation of individual educational trajectories have been analyzed. Psychological, didactic and technological factors affecting the process of self-personalization have also been studied. The study analyzed the role of digital technologies, adaptive systems and artificial intelligence tools in inclusive education on a scientific basis. As a result, recommendations have been developed for the independent development of students and individualization of the educational process.*

Keywords: *inclusive education, self-personalization, individual education, adaptive systems, artificial intelligence, didactics, educational environment, pedagogical approach.*

Introduction

In the current process of globalization, the educational system is undergoing a rapid transformation, and at the heart of this process are digital technologies, artificial intelligence and inclusive approaches. In particular, the development of an inclusive education environment is reinforcing the need to create equal educational opportunities for all learners, including students with different needs and opportunities. In this regard, the development of the process of self-personalization of students is one of the most important scientific and practical problems of modern pedagogy.

Inclusive education is a system of organizing education, taking into account not only the involvement of students with special needs in the general educational process, but also the individual characteristics of each student, psychological state, level of knowledge and the pace of study. Such an approach assumes the transition from the "same for everyone" model in the educational process to the "separate approach for each student" model. This further increases the relevance of the process of self-personalization.

Self-personalization is the student's ability to realize their educational needs, set self-appropriate educational goals, independently plan the educational process and form their own development trajectory. This process not only develops the student's

knowledge, but also the competencies of managing, analyzing and improving his educational activities. For this reason, it is considered as an important component of modern didactics.

In recent years, the expansion of the digital education environment, the development of artificial intelligence-based systems and the introduction of adaptive learning platforms have taken the process of self-personalization to a qualitatively new level. Now the student is becoming not only a participant in the educational process, but also its active administrator. For example, LMS systems, AI-based tutors, learning analytics platforms, and generative artificial intelligence tools are making it possible to provide learning materials adapted to the individual needs of the student.

And in the environment of inclusive education, this process becomes more complex and important. Because in the context of inclusiveness, there will be cognitive, physical, psychological and social differences among students. Taking these differences into account and forming an educational trajectory appropriate to the capabilities of each student requires a high level of flexibility from both the teacher and the educational system. Therefore, the process of self-personalization manifests itself as an integral didactic mechanism of inclusive education.

In the Republic of Uzbekistan, large-scale reforms are being implemented to develop inclusive education, digitize the education system and introduce modern pedagogical technologies. Special attention is paid to the development of individual approach, digital resources and adaptive education systems in the strategy "digital Uzbekistan – 2030" and state programs on education. This will further increase the practical and scientific relevance of this topic.

At the same time, the effective organization of the process of self-personalization in an inclusive educational environment is also associated with a number of problems. In particular, such factors as the digital competencies of educators, the adequacy of technical infrastructure, the level of development of adaptive software tools and the perfection of the methodological base directly affect the effectiveness of this process.

The main purpose of this scientific article is to study the theoretical foundations of the process of self - personalization of students in an inclusive educational environment, analyze its didactic capabilities and develop scientific and practical recommendations based on modern digital and pedagogical approaches. In the course of the study, the pedagogical essence of inclusive education, the principles of personality-oriented education and the integration of digital technologies are widely analyzed.

Thus, this topic is one of the most important areas of the modern educational system, which serves not only to develop pedagogical theory, but also to improve the process of practical education.

REVIEW OF THEMATIC LITERATURE

Many foreign and domestic scholars have conducted research on inclusive education and personality-oriented approaches.

Ainscow and Booth define inclusive education as a system that covers the needs of all students and have developed its core principles [1]. They believe that inclusive education serves to create social justice and equal opportunities.

T. Tomlinson develops the concept of differential education, emphasizing the need to adapt the learning process to the individual characteristics of the student [2].

S. Florian analyzes the change in the role of the teacher in Inclusive Education, showing that educators must develop flexible educational strategies for all students [3].

G. Siemens argues that knowledge in a digital environment is formed over a network based on the theory of connectivism, and considers the independent reading process of students to be important [4].

R. Luckin has studied the role of artificial intelligence in education, arguing that AI technologies serve to promote personality-oriented learning [5].

N. from Uzbek scientists. Muslimov analyzed the relationship between pedagogical competencies and inclusive education [7].

U.Sh. Begimqulov studied the issues of creating electronic resources in a digital educational environment and adapting them to an individual approach [6].

Global development trends in inclusive education and digital tex in UNESCO reports

- * cognitive approach;
- * constructivist approach;
- * digital pedagogy;
- inclusive didactics;
- artificial intelligence technologies.

Theoretical foundations of the process of self-personalization

Cognitive foundations

Determines in what way the student receives and processes knowledge.

Psychological foundations

Includes the processes of motivation, self-awareness and reflection.

Didactic bases

Provides for the adaptation of educational content and methods to individual needs.

Technological foundations

Based on artificial intelligence, LMS and adaptive systems.

Factors of self-personalization in inclusive education

Individual needs

The capabilities of each student are taken into account.

Digital tools

Education can be customized using the AI and LMS platforms.

Teacher role

Acts as a facilitator and referrer.

Educational environment

It is necessary to be flexible and inclusive.

RESEARCH METHODOLOGY

The study used the following techniques:

- * analysis of scientific literature;
- * comparative analysis;
- * pedagogical observation;
- * poll;
- * statistical analysis.

The results of the study with the participation of 100 students:

37% of students showed high performance in individual education;

42% developed independent reading skills;

Reported 30% increased motivation.

Didactic importance of self-personalization

- * creates a personal educational trajectory;
- * develops independent thinking;
- * increases training efficiency;
- * provides inclusivity;
- * develops reflexive competence.

Problems

- technological inequality;
- lack of teacher training;
- * insufficient methodical base;
- * internet infrastructure problems.

CONCLUSIONS AND RECOMMENDATIONS

According to the results of the study, the process of self-personalization in an inclusive educational environment is an important factor that increases the effectiveness of Education.

Recommendations:

1. Wide introduction of AI technologies in inclusive education;
2. Development of Individual educational platforms;
3. Teaching teachers to digital competencies;
4. Implementation of adaptive education systems;
5. Improving inclusive methodologies.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

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