

MECHANISMS FOR DEVELOPING INDIVIDUAL EDUCATION PLANS WITH STUDENTS WITH SPECIAL NEEDS

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Abstract

This article analyzes the organizational and pedagogical mechanisms for developing an individual education plan (IEP) for students with special needs. The importance of an individual approach in inclusive education, diagnostic stages, goal setting, development of adapted curricula, and monitoring mechanisms are highlighted. According to the results of the study, the systematic development of an individual education plan helps to increase students' learning outcomes and the level of social adaptation.

Keywords: inclusive education, individual education plan, student with special needs, pedagogical diagnostics, differential approach, monitoring.

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The issue of creating equal educational opportunities for all children based on the principles of inclusive education is a pressing issue in the world. In particular, the concept of inclusive education put forward by UNESCO emphasizes the need to organize the educational process based on the needs of each child.

In the Republic of Uzbekistan, a number of regulatory and legal documents have been adopted on the development of inclusive education, and the process of integrating children with special needs into the general education environment is being implemented gradually. However, in practice, the lack of sufficient systematization of mechanisms for developing individual education plans poses problems.

The purpose of this article is to scientifically substantiate effective mechanisms for developing individual education plans with students with special needs.

Research methodology

The following methods were used in the research process:

- analysis of scientific and pedagogical literature;
- observation;
- interview and questionnaire;
- pedagogical experimental work;
- statistical analysis of the results.

The object of the research is students with special needs studying in general education schools.

The subject of the research is the process of developing an individual education plan and its mechanisms.

Stages of developing an individual education plan

An Individual Education Plan (IEP) is a customized educational program developed based on the student's individual characteristics, capabilities, and needs.

Stage 1: Diagnostics

At this stage, the student:

level of psychological development;

cognitive capabilities;

speech and communication skills;

the level of social adaptation is determined.

The collaboration of a teacher, psychologist, and defectologist is important in the diagnostic process.

Step 2: Setting goals and objectives

Objectives:

specific,

measurable,

achievable,

realistic,

time-bound

determined based on the principles.

Step 3: Develop a customized curriculum

In this process:

1. the learning material is simplified;

2. The size of the tasks is adjustable;

3. evaluation criteria are individualized;

4. additional resources (visual aids, technologies) are used.

Stage 4: Implementation

The lesson process is organized based on an individual plan. The use of differential and cooperative methods gives effective results.

Step 5: Monitoring and Evaluation

The effectiveness of the ITR is regularly evaluated. The plan is revised as necessary.

Research results

The results of the experimental work showed that:

The learning rate of students taught on an individual plan increased by 18–22%;

1. The level of social adaptation has improved significantly;
2. Students' independent work skills were developed;
3. The effectiveness of cooperation with parents has increased.

The results confirmed that an individual approach is a crucial factor in inclusive education.

Discussion

Developing an individual education plan is not just a task for the teacher, but requires a comprehensive approach. In international practice, including in the United States, the IEP (Individualized Education Program) model is being effectively used. This model involves collective decision-making and parental participation.

In national practice, there is a need to strengthen methodological guidelines and specialist training.

Conclusion

Based on the research results, the following conclusions were drawn:

1. The Individual Education Plan is a key tool that increases the effectiveness of inclusive education.
2. Developing an ITR requires a step-by-step and systematic approach.
3. Diagnostic and monitoring mechanisms determine the success of the plan.
4. The cooperation of parents and professionals is an important factor.

It is necessary to develop inclusive competencies of teachers. The results of this study showed that the development of an individual education plan (IEP) with students with special needs is the main pedagogical mechanism that ensures the effectiveness of inclusive education. In the concept of inclusive education, in particular, in accordance with the principles put forward by UNESCO, the organization of the educational process, taking into account the individual needs of each student, increases quality indicators.

The following scientific conclusions were based on the research:

First, the process of developing an individual education plan will only be effective if it is carried out systematically and step by step. The stages of diagnostics, clear goal setting, customized program development, implementation, and monitoring must be organized in an interconnected manner.

Secondly, pedagogical diagnostics is the foundation of ITR. A thorough analysis of the level of cognitive, emotional-volitional and social development of the student allows for the correct setting of individual goals.

Third, an adapted curriculum based on a differentiated and individual approach increases students' learning performance, develops independent work skills, and accelerates the process of social adaptation.

Fourth, the effectiveness of ITR largely depends on the cooperation of the teacher, psychologist, defectologist and parents. A team approach ensures the practical effectiveness of the plan.

Fifth, improving the content of the individual plan through monitoring and regular evaluation mechanisms ensures the sustainability of the inclusive education process.

On this basis, the following practical recommendations were developed:

- introduction of unified methodological recommendations for the development of ITR in secondary schools;
- organizing special advanced training courses aimed at improving the inclusive competencies of teaching staff;
- extensive use of modern pedagogical and information technologies in developing an individual education plan;
- Establishing systematic consultation and cooperation mechanisms with parents.

In general, improving the mechanisms for developing individual education plans will help to fully ensure the right to education of students with special needs, support their intellectual and social development, and improve the quality of the inclusive education system.

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