

Individual Educational Route in Inclusive Education

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Abstract: This article presents the concept of the Individual Educational Route (IER). To clarify the meaning of the Individual Educational Route, the notions of “individual,” “individuality,” “individualization,” “education,” and “route” are analyzed.

Keywords: Inclusive education, concepts of inclusive education, individual educational route, individual, individuality, individualization, education, route.

Introduction: An Individual Educational Route is a purposefully developed, differentiated educational program that provides the learner with pedagogical support in choosing, designing, and implementing their educational path, ensuring the learner’s active role in self-determination and self-realization [4].

Clarifying the concept of the Individual Educational Route requires an analysis of the following terms:

Individual – refers to something specific, distinct, and belonging to a particular person.

Individuality – denotes the traits of character and intellect that distinguish one person from others; the features of an individual as the bearer of unique intellectual qualities.

Individualization – is the process of self-awareness in which a person strives to discover and affirm their uniqueness; in education, it involves considering learners' personal traits.

Education – is a unified and goal-oriented process that combines instruction and development. The content of modern supplementary education for children is based on the idea of education as a factor in personal development and individuality.

Route – means path or direction and, in this context, refers to a child’s personal growth (upbringing, development, education) [3; pp. 5–6].

The Individual Educational Route is a tailored program designed for a specific student with clearly defined goals to be achieved within a set timeframe. In other words, the Individual Educational Route (IER) is a

method of realizing a child's personal potential and developing their abilities according to an individualized plan.

The importance of the IER lies in its ability to provide each student with a framework for self-respect, motivation for self-improvement, and the development of creative individuality. It supports the formation and enhancement of personal values, beliefs, and worldviews, as well as the implementation of unique activity-based technologies. The IER combines classroom and extracurricular activities to form students’ pre-professional experience and facilitate their social self-realization.

The main conditions for implementing educational activities through the IER include:

- transparency of required learning outcomes;
- the student’s ability to choose the level of difficulty;
- appropriateness of combining different forms of educational organization;
- provision of differentiated support by the teacher;
- training should primarily involve students’ active and independent participation;
- creation of psychological comfort and consideration of individual student characteristics.

The structure of the Individual Educational Route (IER) includes the following components:

Target component – defines educational goals based on state educational standards and the student's learning motivations and needs;

Content component – justifies the structure and selection of academic subjects, organizes and groups content, and establishes inter-course, interdisciplinary, and intra-subject connections;

Technological component – determines the pedagogical technologies, methods, and teaching systems used;

Diagnostic component – outlines the system of diagnostic support;

Organizational and pedagogical component – identifies the conditions and methods for achieving pedagogical goals.

Currently, the IER methodology is also used in schools for the following purposes:

to fill knowledge gaps in specific subjects for underperforming students;

to support the education of children with health issues

(e.g., fatigue, decreased productivity);

for students with low academic performance, low motivation, lack of interest in learning, inability to organize their learning process, and others;

for gifted students with specific individual traits (e.g., hyperactivity, heightened emotionality, communication difficulties, etc.);

for children with developmental delays [4].

IERs are developed in two formats:

1. Individual educational route for underperforming students;

2. Individual educational route for motivated students.

The structural types of IERs are presented in Table 1 (see Table 1).

Table 1.
Structures of the Individual Educational Route (IER)

№	Structures	Content of the Structures
1.	Linear	Developed from simple to complex. This allows for the implementation of systematic and consistent learning, which is why most educational programs are built on this structure. However, creating a program aimed at developing giftedness can be difficult, as gifted children are often inclined toward creative activities. The distinct feature of such tasks is that they allow for multiple correct answers and activity domains.
2.	Concentric	The educational material is organized into several concentric circles. This structure typically includes several smaller programs (which may be relatively autonomous). After completing the first circle, the student progresses to the second, then to the third.
3.	Logarithmic Spiral	This is considered the most effective structure, as the same type of activity is revisited periodically in class, with each iteration enriched by new components for deeper learning. This gradually increases the complexity of the content. This structure opens wide opportunities for students' research activities. This type of IER structure is already being used by us in working with gifted school students who have multifaceted interests.

Individual Learning Pathway – is a unique educational route tailored to a student's needs, abilities, interests, and goals within the learning process. This approach represents a personalized educational process designed to support the learner's development to the maximum extent and provide education aligned with their characteristics.

An individual learning pathway is planned considering the student's learning pace, style, prior knowledge, abilities, and needs.

The main components of an individual learning pathway include:

Student's individual needs: The educational process is organized based on the student's specific needs, abilities, and goals. This includes using various methods

to address situations such as accelerated learning or difficulties in comprehension.

Personality-oriented learning path: The pathway is designed to match the student's personal interests and aspirations. For example, if a student is interested in science, arts, or a particular profession, the educational direction is selected accordingly.

Learning pace and approaches: The student's speed of learning and their preferred learning style (visual, auditory, kinesthetic, etc.) are taken into account. If a student quickly masters a topic, they may be offered more advanced material.

Special support: Necessary support such as special educators, additional materials, technological tools, or psychological assistance may be provided. This helps the student achieve success in the educational process.

Assessment and readjustment: Student development is regularly evaluated in an individual learning pathway. Based on assessments of the student's knowledge and progress, the learning path or methods can be modified if necessary.

The benefits of an individual learning pathway include:

Increased motivation: When the educational process is tailored to the student's interests and needs, it fosters greater motivation. Students feel more successful when tasks and materials align with their abilities.

Improved learning efficiency: Teaching becomes more effective when individual needs are taken into account. Each student learns at their own pace, enhancing the overall effectiveness of the education.

Opportunities for personal development: Considering each student's unique traits, abilities, and interests facilitates better development. Students can further strengthen their personal strengths.

Targeted assistance and support: Individualized support during the educational process helps resolve problems. Teachers can identify students' strengths and weaknesses and provide the right assistance.

Practical implementation of individual learning pathways includes:

Self-directed learning: Students are given the opportunity to manage their own learning paths. For instance, they may choose which topics to study or which methods to use, fostering greater independence.

Use of various methods and technologies: A variety of instructional methods and resources (graphics, videos, audiovisual materials) can be used for individual instruction. Modern technologies such as interactive programs and online courses also support the learning process.

Additional support: If a student faces difficulties in a certain area, they can receive additional tutoring, psychological assistance, specialized technological tools, or consultations. This improves the student's attitude toward learning.

Customized teaching and assessment: Assessment methods are adapted to the student's needs. Special tests, practical assignments, or project-based work may be developed specifically for the student.

CONCLUSION

In conclusion, an individual learning pathway represents an educational approach customized to the student's needs and abilities. This approach enhances the effectiveness of the educational process, strengthens the student's motivation, and supports their personal development. It ensures comprehensive support needed for the student's success.

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