
PERSONAL EDUCATION TRAJECTORIES IN HIGHER EDUCATION INSTITUTIONS AND THEIR SIGNIFICANCE IN THE EDUCATIONAL PROCESS

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ABSTRACT: The article analyzes the need to introduce individual learning trajectories in higher education institutions and their role in the educational process. In the process of transition to person-oriented educational standards, the issues of individual characteristics of students and expansion of opportunities to choose the path of personal development are highlighted. The importance of socio-economic, individual-personal and motivational factors is studied in the process of creating individual educational trajectories. The article also discusses the importance of personalized learning trajectories in increasing students' motivation to study and facilitating personal development.

KEYWORDS: Personal educational trajectory, individual educational direction, person-oriented education, motivation, individual characteristics, socio-economic factors, educational standards, higher education, personal development.

INTRODUCTION

Currently, the introduction of individual learning trajectories in higher education institutions has become one of the central issues of the educational process. The transition to person-oriented educational standards is aimed at taking into account the individual characteristics, interests and abilities of students and enabling them to choose an independent educational path. An individual approach to education is important in developing the student's personal qualities, increasing the level of professional training and ensuring his competitiveness in society. The article talks about the process of organizing personal learning trajectories and their impact on learning efficiency. Currently, the transition to person-oriented educational standards, which take into account the individual characteristics and personal qualities of students and give them the opportunity to choose the next path of development, has begun. Now in education, on the one hand, there are various educational institutions, curricula, approaches, pedagogical tasks, educational methods and forms; on the other hand, a person has the right to general cultural development and self-realization based on the free choice of thoughts, beliefs, individual educational trajectories, according to their characteristics, abilities and interests.

Students and parents are offered a choice of educational institution, educational profile, programs, textbooks, final exams and forms of education. Many non-governmental educational institutions have been opened in our country, many innovative author programs have been developed.

The main thing for education is the opportunity to choose based on socio-economic, individual-personal and motivational-value factors. Socio-economic factors are the prevailing social and economic conditions in which the modern society exists, as well as the requirements of the society that allow the graduate to fully and effectively exist in the modern world. These are some external factors that influence students' choice of individual educational trajectory. Internal factors are individual and personal factors and individual preferences (interests, views, beliefs) that allow us to consider the personal characteristics of students (cognition, memory, thinking, character, etc.). Motivational and value factors refer to the student's attitude and importance to the learning process as a whole. These factors have a significant impact on the effectiveness of teaching, because the learning process is two-way, without motivation, the interest and direction of the student becomes impossible.

In the credit-module system introduced in higher education institutions by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 824 of December 31, 2020, the student's personal educational trajectory is the direction (route) chosen by the student and which gives him the opportunity to accumulate knowledge in a sequence and acquire the desired set of competencies. It is defined that learning trajectories are structured by institutional documents and guidelines and that different learning trajectories can lead to the same qualification.

In recent years, the term "individualized learning trajectory" has been increasingly used in publications on individual education. A comparison of the used definitions of the concept of the individual educational trajectory shows that, mainly, the individual educational trajectory is considered as a personal path, a certain sequence of elements, or the direction of the implementation of individual educational activities of the student.

Another practical value of the personal learning trajectory is that it gives students the opportunity to increase their motivation to study and to choose an individual path of development and self-improvement. A student will not get bored when the educational process is organized on the basis of a personal educational trajectory. Because the student studies the subjects he chooses based on his wishes and interests.

Thus, individual learning trajectory can be considered as a projection of individual-personal and motivational-value qualities of students in the process of teaching mathematics.

Teacher and student can choose: educational institution; curriculum, program; subjects, optional courses; educational process (forms, methods, techniques, tools, pace and preparation time); education and learning technologies. In addition, the choice of this or that component of training is subject to all the rules for making optimal decisions.

Individual learning trajectories act as a means of implementing individual learning. The possibility of choosing an individual educational trajectory for students is provided by differentiation, individualization of education, as well as person-oriented education. At the same time, the actual capabilities of a higher education institution in terms of providing educational services and different educational trajectories are one of the most important indicators of the quality of education in higher education institutions.

V.I. According to Panov, a consistent individual education strategy allows to remove psychological barriers to a large extent, to differentiate and individualize the educational process as much as possible, to adapt it to the characteristics of students.

The individual educational direction has a time sequence of the student's educational activities and changes depending on the dynamics of the developing educational tasks. The individual education direction allows to design the time sequence, forms and types of interaction between teachers and students, the nomenclature of types of work in a different way from the curriculum. Individual education is defined as a purposefully developed differentiated educational program that provides students with the position of the subject of the selection, development and implementation of the curriculum while teachers provide pedagogical support for his self-determination and self-awareness. The individual educational direction is determined by the student's educational needs, individual abilities and opportunities (the level of readiness to master the program), as well as the existing standards of educational content.

Scientists such as G.A. Bordovsky, S.A. Vdovina, V.S. Merlin, N.N. Surtaeva, I.S. Yakimanskaya have a broader meaning and offer several directions of implementation: meaningful (changing curricula and individual educational programs that determine the direction of education); active (special pedagogical technologies); procedural (organizational aspect).

Individual education program means a development program based on the knowledge of the characteristics of the student as a person. Unlike the curriculum, it adapts to the student's capabilities, the dynamics of his development under the influence of learning.

According to the definition of N.G. Zvereva, the individual educational direction is a variable structure of the student's educational activity, which is developed and managed within the framework of a separate educational discipline on the basis of comprehensive psychological and pedagogical diagnostics, reflecting his personal characteristics. According to him, the current individual education direction is the individual education trajectory.

Thus, the individual educational trajectory ensures the existence of an individual educational direction (content component), as well as a developed method of its implementation (technologies of educational process organization).

The concept of "educational trajectory" is one of the most common concepts in the modern educational paradigm. However, there are no clear approaches to its content in either local or global pedagogy. We analyze the concept of "individual education trajectory" below.

A trajectory is a continuous line along which a material point moves within a certain data frame. Depending on the shape of the trajectory, the straight and curved movement of the material point is distinguished. An educational trajectory is a line of action and development of each student in a complex educational space, a sequence of mastering the material. The orientation and planning of such directions presupposes the understanding of individual educational goals and the conscious formation of individual educational tasks by each participant of the educational process.

A.V. Khutorskoy defines the individual educational trajectory as a personal way of realizing the personal potential of each person in education. According to him, first of all, it is necessary to understand and accept the following fundamental position: any student can find, create or

propose his own solution to any didactic problem. This didactics is not only a task, but also a learning subject.

If a student is given the opportunity to determine the individual meaning of learning an academic discipline, to set his own goals in learning a certain subject or department, to choose the most optimal forms and rates of education, to use these methods of teaching and learning, to know the most suitable for his characteristics, to reflexively implement the obtained results, can move along an individual trajectory in educational areas such as evaluating his performance and results. All this is based on the student's organizational and activity skills: goal setting, planning, violation, efficiency, reflection, self-esteem.

The individual educational trajectory of a student is defined as "an individual path of a student's movement in any field of science" (A.B. Vorontsov), "a set of subjects selected for mastering from the curriculum for students" (L.N. Agaeva) in the course of educational, project and research activities. . These approaches are most actively discussed in connection with the concept of specialized education at the higher level of higher education, which implies the possibility of a student to design his own educational trajectory (individual curriculum).

A similar approach, in our opinion, can occur during the study of a certain discipline, department or topic in higher education institutions. Students can choose the elements of the educational process that are acceptable to them, namely: the level, volume, content of science knowledge (not below the standard); sources of information to master it (paper, electronic); teaching method according to individual personal characteristics (type of thinking, memory characteristics); rate of progress on the subject that corresponds to personal characteristics; form, type and time of control in agreement with the teacher.

When organizing an individual educational trajectory, students are constantly faced with the need to make decisions, alternative theoretical analysis and forecasting, which is confirmed or rejected by experience. Educational, research and project activities of students help the development of these processes in the educational space of higher education institutions. In the scientific literature, it has been repeatedly emphasized that education aimed at personal self-development should be based on the recognition of the right of each student to choose his own development path, taking into account his interests, motivations, values, without lowering the basic general education level. This principled position includes multi-level, multi-disciplinary educational programs that allow horizontal and vertical advancement in the field of education.

E.A. Aleksandrova understands the program of the student's educational activities developed by him together with the teacher under the individual educational trajectory. It is important for students to choose the next path, that is, the active development of thinking; the ability to take responsibility for the choice, the result of the performance of tasks; the ability to independently determine the tasks of professional and personal development; self-determination, self-awareness and self-discipline.

Based on the analysis of different approaches, we consider the individual educational trajectory as a process and result of the gradual enrichment of the student's experience, personal and regulatory characteristics, the formation and development of the content, forms, methods and tools of mathematics education based on the selection in the functional reflection.

All of the above allows us to conclude that the construction of an individual educational trajectory is related to making a choice for a future graduate, realizing personal responsibility for his choice, forming an attitude towards self-development as a person.

Personal learning trajectories are an effective tool for individualizing the learning process, taking into account the individual needs and capabilities of students. This approach increases interest in the educational process, increases learning motivation, and gives students the opportunity to purposefully choose the path of personal development. The personalization of the educational process is an important factor in improving the quality and efficiency of education in higher education institutions, which helps to improve the training of future specialists.

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