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PROBLEMS OF INDIVIDUALIZING THE PEDAGOGICAL EDUCATION PROCESS

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Abstract

The modern requirements placed on the education system are increasingly enhancing the importance of individualization as a promising direction in its development. Because individualization makes it possible to create the necessary conditions for the development of human capital — one of the main tasks of educational practice — as well as for consciously understanding one's activities and demonstrating one's potential.

In the learning process, each student should reinforce their individual needs and experiences within the educational process. In such a case, the teacher should determine teaching methods, tasks, and challenges that correspond to the student's individual level of understanding. To address such problems, it is necessary for the teacher to use alternative approaches in working with students, to adopt an individualized approach to them, and to ensure that they are provided with broad opportunities. Researchers have proposed various perspectives related to the idea of individualizing education. In particular, among such views are those that emphasize that understanding the essence of pedagogical knowledge (including individualization) in the form of an idea represents a key point in studying its development.

A number of historical and pedagogical studies have been conducted on examining the processes of the formation of individualized education and individual approaches. In particular, researchers such as Z. A. Kargina, N. V. Gerdo, M. V. Klarin, K. E. Sumnitelny, I. L. Chernyakova, L. S. Slavina, E. S.



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Rabunskiy, I. E. Unt, I. M. Cheredov, I. A. Zimnyaya, V. A. Slobodchikov, E. I. Isayev, A. P. Tryapisina, A. V. Khutorskoy, and a number of other scholars have studied the historical stages of the development of individualization, the periods of its formation in different countries, socio-cultural influences, its characteristics, and its models.

Based on an analysis of the scientific research, conclusions, and hypotheses proposed by the above-mentioned researchers, the formation of the idea of individualized education is presented using a problem–chronological approach, as this method allows the development process to be examined in a sequential and systematic manner.

A retrospective analysis of the concept of individualized education has shown that this approach has a long-standing and traditional presence in both the theory and practice of pedagogy. An analysis of research on the theory and history of pedagogy has made it possible to determine the development trajectory of the concept of individualized education by understanding its gradual progress in ancient, classical, medieval, and modern periods. Furthermore, it should be noted that in contemporary conditions, sufficient scientific and theoretical foundations have emerged for summarizing analyses of the development of individualized education, refining its concept, and aligning its structural components with existing educational tasks. At the same time, it can be emphasized that the significant expansion of knowledge in the field of individualization in the pedagogy of developed foreign countries, its enrichment with new experiences, its consideration as a fundamental concept of education, and its stability provide a solid basis for integrating the achieved successes into our national pedagogy, thereby creating a strong foundation for achieving educational goals and ensuring quality in our country.



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The study of the problems of individualizing the pedagogical education process indicates that implementing a student-centered approach in education is currently one of the most pressing and important tasks. Individualization ensures that teaching takes into account students' abilities, interests, and capabilities, which in turn enhances their motivation to learn and contributes to their development as individuals.

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