

**Sarvar Muminov,**  
deputy director,  
Republican Multimedia Centre,  
Ministry of Public Education

## Pedagogical Conditions of Educational Resources Usage as Means of Schoolchildren's Individualization Development

**Key words:** *information communication technology, information competence, educational resource, collection, processing, storage, information transmission.*

**Annotation:** *pedagogical conditions and factors of effective use of educational resources in the integral pedagogical process of an educational institution as a means of pupils' individualization are revealed in the work.*

The modern stage of the development of society is determined by the transition from postindustrial to informative, which is characterized by high level of information and telecommunication technologies development and their intensive use by citizens, business, public authorities, socially significant services.

Information communication technologies are of interdisciplinary nature. They are able to make a weighty contribution to the solution of socio-economic, national-cultural, humanitarian problems. In particular, they are able to ensure the improvement of the education quality on the basis of informatization (1-5).

Knowledge of information competence is currently considered as one of the indicators of the teacher's high professionalism. It is necessary for a teacher to master new information technologies in order to increase the educational process effectiveness. At the same time, "information technology" in modern pedagogy is understood as a set of technical and software tools for collecting, processing, storing and transmitting information.

The experience of recent decades in the education system of the Republic of Uzbekistan convincingly demonstrates the advisability of evaluating individualization as an organic part of a holistic pedagogical process. An important role here should be given to the means to ensure the individualization of the pedagogical process, among which, first of all, educational resources are (3,4).

In the practice of modern education, there is a clearly expressed contradiction between the recognition of the need for maximum consideration of individual psycho-physiological capabilities and psychological characteristics of schoolchildren's development and the insufficiently developed means of pedagogical provision of these opportunities in the education system.

All that has been said has made it possible to formulate the research problem: what are the theoretical foundations and practical ways of pedagogical support for individual physiological capabilities and features of schoolchildren's development in the initial period of schooling through the integrated use of educational resources?

In work:

1. The possibility of using educational resources as a means of individualizing an integral pedagogical process in an educational institution has been scientifically substantiated.
2. The theoretical positions underlying the design of modern educational resources are generalized.
3. The integrating role of the principles of humanization and individualization as the leading theoretical and methodological basis for the design of educational resources in modern socio-cultural conditions has been scientifically substantiated.
4. A system of pedagogical support for the development of individual psycho-physiological capabilities and psychological characteristics of schoolchildren is developed on the basis of the integrated use of educational resources.
5. The system of pedagogical support for the development of individual psycho-physiological capabilities and psychological characteristics of schoolchildren on the basis of the integrated use of educational resources has been experimentally tested and introduced into practice.
6. The scientific and practical tools for studying and assessing the effectiveness of the use of educational resources as a means of individualizing the whole pedagogical process in an educational institution have been developed.
7. A methodical support in the form of methodical recommendations, long-term plans, and practical materials designed to provide pedagogical support for the development of individual psycho-physiological capabilities and psychological features on the basis of the integrated use of educational resources was developed.

Educational resources have a great developing potential and can be an effective means of individualizing an integral pedagogical process in an educational institution. In order to realize this development potential, it is necessary to ensure the comprehensive use of educational resources by all subjects of the whole pedagogical process (children, teachers, parents). The choice of educational resources in the organization of an integral pedagogical process should be carried out in accordance with the individual psycho-physiological capabilities and psychological characteristics of schoolchildren's development, which are identified on the basis of pedagogical diagnosis data. Leading role in the integrated use of educational resources as a means of individualizing the pedagogical process belongs to teachers who are well aware of individual psycho-physiological capabilities and psychological characteristics of schoolchildren and are the repeaters of new pedagogical knowledge to parents. The implementation of the target thesis and its internal logic determined the structure of the work.

The possibility of using educational resources as a means of individualizing an integral pedagogical process in an educational institution has been scientifically substantiated.

The theoretical positions underlying the design of modern educational resources are generalized.

The integrating role of the principles of humanization and individualization as the leading theoretical and methodological basis for the design of educational resources in modern socio-cultural conditions has been scientifically substantiated.

A system of pedagogical support for the development of individual psycho-physiological capabilities and psychological characteristics of schoolchildren aged 6-8 is developed on the basis of the integrated use of educational resources.

The notion of "educational resources" has been more specific, the classification of modern educational resources has been carried out.

The theoretical and methodological preconditions for realizing the development potential of educational resources as a means of individualizing the whole pedagogical process in an educational institution are revealed.

The basic provisions of the theory of informatization of education have been developed taking into account the principle of individualization.

The theoretical and methodological foundations of creating a system of pedagogical support for the development of individual psycho-physiological capabilities and psychological characteristics of schoolchildren on the basis of the integrated use of educational resources have been classified.

The positions of the individual approach in pedagogy have been developed through the system of pedagogical support for the development of individual schoolchildren on the basis of the integrated use of educational resources.

The system of pedagogical support for the development of individual psycho-physiological capabilities and psychological characteristics of schoolchildren on the basis of the integrated use of educational resources has been experimentally tested and introduced into practice.

A scientific and practical tool for studying and evaluating the effectiveness of the use of educational resources as a means of individualizing an integral pedagogical process in an educational institution has been developed.

Psychological-pedagogical conditions and factors of the effective use of educational resources as a means of individualizing an integral pedagogical process in an educational institution have experimentally been determined.

A methodical support has been developed in the form of methodical recommendations, long-term plans, practical materials aimed at pedagogical support of the development of individual psycho-physiological capabilities and psychological characteristics of schoolchildren on the basis of the integrated use of educational resources.

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