

PERSON-ORIENTED LEARNING AS A WAY TO DEVELOP THE CREATIVE ABILITIES OF STUDENTS IN SCHOOL AND EXTRACURRICULAR EDUCATION

Alimov A.R. (Republic of Uzbekistan) Email: Alimov51@scientifictext.ru

*Alimov Akhmadjon Rakhmatovich – Doctorant,
TASHKENT STATE PEDAGOGICAL UNIVERSITY NAMED AFTER NIZAMI, TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: the goal of personal-oriented education is to create conditions for the formation of an active personality, to realize its interests and rights, to determine and develop the abilities of each student. This article is devoted to the development of creative abilities of students in school and out-of-school education with the help of a personality-oriented approach. This training, which ensures the development of student activity through independent and joint activities. When implementing such an approach, the learning and learning processes are mutually agreed upon, taking into account the mechanisms of cognition, mental and behavioral characteristics of students, and the "teacher-student" relationship is based on the principles of cooperation and freedom of choice.

Keywords: approach in training, personality oriented training, communicative approach, competence approach, competence.

ОРИЕНТИРОВАННОЕ НА ЧЕЛОВЕКА ОБУЧЕНИЕ КАК СПОСОБ РАЗВИТИЯ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ УЧАЩИХСЯ В ШКОЛЬНОМ И ВНЕШКОЛЬНОМ ОБРАЗОВАНИИ

Алимов А.Р. (Республика Узбекистан)

*Алимов Ахмаджон Рахматович – докторант,
Ташкентский государственный педагогический университет им. Низами, г. Ташкент, Республика Узбекистан*

Аннотация: цель личностно-ориентированного образования - создать условия для формирования активной личности, реализовать ее интересы и права, определить и развить способности каждого ученика. Эта статья посвящена развитию творческих способностей учащихся в школьном и внешкольном образовании с помощью личностно-ориентированного подхода. Это обучение, которое обеспечивает развитие студенческой деятельности посредством самостоятельной и совместной деятельности. При внедрении такого подхода процессы обучения взаимно согласованы с учетом механизмов познания, умственных и поведенческих характеристик учащихся, а отношения «учитель - ученик» основаны на принципах сотрудничества и свободы выбора.

Ключевые слова: подход в обучении, индивидуально ориентированный тренинг, коммуникативный подход, компетентностный подход, компетентность.

Education systems in any country are called upon to contribute to the realization of the basic tasks of the socioeconomic and cultural development of society, since it is the school or university that prepares a person for active work in various spheres of the economic, cultural, political life of society. The ability of the educational institution to react flexibly to the needs of society while preserving the accumulated positive experience is of great importance.

American educator Phillip S. Schlechti emphasizes that if a student knows how to learn, is able to achieve the goal, if he can work with a book, get knowledge from a teacher, search for and find the necessary information, use a wide variety of sources of information, then it will be easier for him to adapt to modern social conditions. A modern and future employer is interested in such an employee who:

- Can think independently and solve various problems (i.e. apply the knowledge to solve them),
- has a critical and creative mindset,
- owns a rich vocabulary based on a deep understanding of humanitarian knowledge.

According to F.Shlechti, those students who successfully master the basic course of the school curriculum, learn to apply their knowledge in a familiar situation, but will not be able to work independently with information and acquire knowledge, will not be able to count on success in the information society of the XXI century.

At the heart of modern ideas about personally oriented education is the personal approach, the ideas of which were developed in the works of A.D. Alferov, G.F. Kirillova, A.I. Kochetova, G.I. Shchukin and other researchers. Under the approach to learning is meant the methodological basis that determines the learning strategy (goals, objectives, content, actions of the teacher and student) [1].

Person-centered learning is the kind of education that focuses on the child's identity, self-worth and the subjectivity of the learning process. This training, where the personality of the student is in the center of the teacher's attention, in which the activity of teaching, cognitive activity, and not teaching, is the teacher-student leading in tandem. Within the framework of personal-oriented education, the traditional paradigm of education of a teacher-textbook-student is replaced by a new one: a student-textbook-teacher.

The principle of individualization, taking into account the individual characteristics of the schoolchild, becomes especially important in the realization of the personal approach.

Personally oriented learning is considered by us as a pedagogical process, the basis of which is the personality of the student as a subject of the learning process, and accordingly - the development of his thinking and abilities, including communicative ones. This training, which ensures the development of student activity through independent and joint activities. When implementing such an approach, the learning and learning processes are mutually agreed upon, taking into account the mechanisms of cognition, the mental and behavioral characteristics of students, and the "teacher-student" relationship is built on the principles of cooperation and freedom of choice.

The goal of personally oriented learning is to create conditions for the formation of an active personality, to realize its interests and rights, to identify and develop the abilities of each student. Implementation of a person-centered approach in the lessons and in the non-productive classes that can solve various tasks in the process of generalization, awareness, and act in various spheres of life.

A great role in the student's personally oriented learning is played by the methodology of cooperation and co-creation of the teacher with students, based on the individual abilities of the schoolchild as the main subject of the educational process.

The mastering of students personally-significant for them knowledge and skills, methods of activity is promoted by the competence approach, which is the basis of the mandatory minimum of the content of education. Personally oriented education should include the following aspects of the above pedagogical systems and theories:

1. In the process of training, a humane, respectful attitude to the trainee must be ensured.
2. The trainee is defined as the highest independent value, the entire teaching and upbringing process is directed to the development of his intellectual and spiritual abilities.
3. As the main priorities of the education process are identified: the development of the personality of the trainee, his unique personality, creative abilities, thinking, breadth of views, the formation of the ability to active and independent activity, the implementation of natural, free development of trainees.
4. In the process of education and upbringing, the educator must rely on the individual's subjective experience, which will allow him to provide targeted assistance to the trainee, individualize and differentiate training. The theoretical model of personality-oriented education includes goals, objectives, purpose, features and didactic principles.

The peculiarity of the current stage in the development of education is the change of the knowledge paradigm to the cognitive paradigm, that is, the shifting of the accents from the filling with reproductive knowledge. Turn from education "for all" to education "for everyone" as the basis for a turn to the personality of the student, to her individual consciousness, life experience, creative potential. This is the lesson we call personality-oriented. How exactly, there should be a lesson and how the teacher should act in conditions of personal-oriented learning, as an answer to this question you are offered a memo, which you will use when planning your lessons. So, the new living conditions, in which we all are put, put forward their demands for the formation of young people entering life: they must be not only knowledgeable and skilful, but thinking, initiative, independent. To grow such people is the order of our modern society.

Thus, personally oriented training is considered by us as a means aimed at developing the creativity of the student's personality, revealing his capabilities, becoming self-conscious, self-fulfilling. It provides development of intellectual and creative abilities of students, develops their abstract thinking, memory and imagination, forms skills of independent educational activity.

References / Список литературы

1. *Monakhov V.M.* Introduction to the theory of pedagogical technologies: monograph. Volgograd: the change, 2006.
2. *Selevko G.K.* Modern educational technologies: Textbook. Moscow: Public Education, 2005.