ON THE QUESTION OF A PERSONALITY ORIENTED APPROACH TO LEARNING AND EDUCATION
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Abstract: this article examines the essence of the personality-oriented approach, discusses the understanding of the personal approach by various authors, reveals the features of interpretation in the psychological and pedagogical literature of the essence of the concept of "personality", its structure and individual substructures. An understanding of the concepts of "personality-oriented education" is given, which means the development, first of all, of those qualities of a personality that will help a person become the master of his life.
Keywords: personality-oriented approach, personality, personality structure, personality-oriented education.

К ВОПРОСУ О ЛИЧНОСТНО ОРИЕНТИРОВАННОМ ПОДХОДЕ В ОБУЧЕНИИ И ОБРАЗОВАНИИ
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Аннотация: в статье рассматривается сущность личностно ориентированного подхода. Обсуждается понимание личностного похода различными авторами, раскрываются особенности интерпретации в психолого-педагогической литературе сущности понятия «личность», ее структуры и отдельных подструктур. Приводится понимание понятия «личностно ориентированное образование», под которым понимается развитие, прежде всего, тех качеств личности, которые помогут человеку стать хозяином своей жизни.
Ключевые слова: личностно ориентированный подход, личность, структура личности, личностно ориентированное образование.

The idea of the social, activity and creative essence of a person in the broad sense asserts a personal or personality-oriented approach in pedagogy. It means an orientation in the design and implementation of the pedagogical process on the person as a goal, subject, result and the main criterion of its effectiveness, requires recognition of the uniqueness of the person, his intellectual and moral freedom, the right to respect, thereby reflecting the main guideline of the humanistic paradigm. Within the framework of this approach, it is assumed that both teachers and students treat each person as an independent value, individuality, and not as a means to achieve their goals; this requires personalization of pedagogical interaction and adequate inclusion of personal experience in this process. The personal approach in the broad sense of the word assumes that all mental processes, properties and states are considered as belonging to a specific person, that they are "derivatives, depend on the individual and social life of a person and are determined by its laws" [1]. As S.L. Rubinstein emphasized, "in the mental form of the personality, various spheres, or features, characterizing different aspects of the personality are distinguished; but, for all its diversity, differences and contradictions, the main properties, interacting with each other in a specific human activity and interpenetrating each other, merge in the unity of the personality "[2].

The main task of personality-oriented education is to create a student's knowledge of professional foundations as meaning for the formation of motives for learning, that is, the content of education includes emotional-value, personal elements that are determined by intersubjective relationships in the learning process. The essence of personality-oriented education lies in the fact that the forms, methods, relationships between teachers and students are built in such a way as to ensure the development of the personal components of the mental world of students, values, motives, attitudes, preferences on the following principles:

1) the person is in an active attitude to the world and to himself, the activity of the trainee acts in his creative manifestation;

2) the principle of naturalness, which allows to take into account the natural characteristics of the learner (physiological, psychological, anatomical, etc.) and, accordingly, its age characteristics. This principle provides for the organization of the educational process to rely on the natural properties of the student, for example, his curiosity, activity, ability. This approach focuses on the development of his emotional sphere, in particular interest, motivation to study the material, to stimulate a sense of satisfaction, a sense of success from a successfully carried out activity;

3) the principle of productivity aimed at productive creative activity, at creation of real learning products. This provides internal increments not only in the form of knowledge, skills and abilities, but also in terms of the

spiritual development of the individual, as well as the formation of experience - both educational and cognitive, and socio-cultural, contributing to the socialization of the spiritual properties of the individual;

4) the principle of autonomy provides for an increase in the proportion of students' independence, the presence of elements of self and mutual learning [3]

5) In the traditional educational scheme, the student's subject is set by external goals that do not affect his motivation, and this educational model first connects the student with a vocation, and then motivated by the vocation, a subject is introduced specifically addressed to the student as different types of activities (lecture, seminar, lesson, practical lesson etc.) If the structure of traditional education was reduced to the "subject - teacher - student" scheme, then in this model the structure of the educational process became different: "student - vocation - subject - occupation - student".

The development of experience is based not on traditional teaching, but on dialogue, communication between the teacher and the learner, encouraging the latter, designing their life goals and plans.

Personal experience cannot be given in the form of programs and textbooks. It is introduced into the educational process thanks to the pedagogical skill of the teacher and special technologies that the teacher must master. The pedagogical technologies include joint activity of the participants of the educational process, dialogical approach in teaching when carrying out joint search of the meaning of the problem being studied, game approach when some conflict situation is modeled and requires independent decisions, performance of some social role, set approach when the studied material is presented as a vital task (problem), significant and solved in practical relation. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations. In such cases, if students are grouped in small groups (3-4 people each) and given one common task, stipulating the role of each group member in the task, then a situation arises in which everyone is responsible not only for the result of their work, but also for the result of the whole group. That is why the weak try to find out from the strong all the questions that they do not understand, and the strong are interested in that all the members of the group, first of all the weak, thoroughly understand the material, and at the same time the strong one has an opportunity to check his own understanding of the question. Thus, through joint efforts, gaps are closed, new knowledge is formed, and experience is gained in solving the problem. This teaching technology creates in the classroom a situation of demand for personal manifestations, independent judgments and assessments, decision-making by students. To use the presented technology, the teacher needs to represent his own personal potential, emotional and volitional capabilities, life experience, be able to create various situations by setting complicating tasks, problematic tasks, dialogue, educational and business games. The task of the teacher is not only to provide a system of knowledge, abilities, skills, but also in the process of forming this system to ensure that it is the result of the relationship between the perception of knowledge and the active work of the mind, the development of thinking, the ability to creatively operate with the acquired knowledge. An important condition of the classes is to create an environment where each student believes in his or her abilities, which requires a sufficient supply of knowledge to complete the task.

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