

THE PERSON-CENTERED APPROACH: ANALYSIS AND DESCRIPTION

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ANNOTATION

This article highlights the advantages of the person-centered approach, which is considered a modern pedagogical approach, and its differences from the traditional education. A comparative analysis of traditional and person-centered approach to education.

Keywords: traditional education, person-centered education, variability, description of intelligence.

INTRODUCTION

Teaching is the main activity of pedagogy. The organization of interaction between the teacher and the learner, methods of increasing the effectiveness of training, approaches to the pedagogical process are selected based on the conditions and requirements of each period, and new modern approaches are discovered. In today's pedagogy, organization of education on the basis of person-centered, competence-based, acmeological, heuristic technologies is considered one of the effective forms of practical activity. These modern approaches are methodologically important content and form phenomena in pedagogy, they include comprehensive improvement of the student's personality, individual approach to them, increasing the practical value of theoretical knowledge, methods of forming certain competences in students, and a unique innovative approach to important issues related to the manifestation of their talents.

ANALYSIS AND METHODOLOGY OF LITERATURE.

The problem of modern pedagogical approaches and modern paradigms of pedagogy in our country is addressed by researchers such as B. Khodzhaev, L. G. Bobokhodzhaeva, X.A. Shaikhova, G.H. Tillaeva, N. Indiaminov, B. Babazhanov; I.S. Yakimanskaya abroad. It is covered in the works of scientists such as G.K. Selevko, Sh.A. Amnoashvili, S. Morozov, D. Smolyakova, N. Meyer, A. Klapper.

RESULTS AND DISCUSSION.

The continuous development of education takes place in the form of effective implementation of new pedagogical technologies used in the course of classes. The purpose of introducing new pedagogical technologies is to increase the efficiency of the educational process. Person-centered educational technology consists in placing the pupil's personality in the center of the educational process, creating all the facilities and conditions necessary for the development of his abilities. In this technology, the learner appears as a subject of education with a wide range of opportunities. The attitude of the teacher to the student is considered one of the main factors in the person-centered educational technology. In designing this technology, it is important to take into account the mental, physical and age characteristics of the learner, and his level of readiness for science.

In person-centered educational technology, the idea of humanity combines with pedagogy and psychology and shows a certain harmony. The ability of the student is important for the effective operation of this technology. In contrast to traditional pedagogical technologies, at the center of the person-centered educational technology is the personality of the student, who has such qualities as the desire to learn by using his maximum capabilities, the ability to accept new experiences and tests, the ability to make independent decisions in various situations, non-standard thinking.

Person-centered education has the following characteristics:

- to ensure the independence of students in education, to choose methods suitable for them;
- expressing confidence in the students' existing knowledge and potential experiences;
- to stimulate students' desire to express their "I", taking into account their social characteristics and lifestyle;
- taking into account the emotional state of students, as well as their spiritual and moral values;
- purposeful formation of educational skills specific to students' educational strategy;
- redistribution of teacher and student tasks in the educational process: limiting the leadership role of the teacher, treating him as an assistant, consultant.

The main principle of person-centered educational technology is to recognize the individuality of the student's personality. The person-centered learning approach works on the basis of the principles of variation and descriptive intelligence. In this case, **variability** means the use of different models of education, which are not the same for all, depending on the individual characteristics and experiences of students (responsibility for the implementation of this principle remains with the teacher), while the **description of intelligence** is a technology aimed at the process of students' cognition, joint action and emotional mastery of existence.

The model of person-centered education is aimed at creating the necessary conditions (social, pedagogical) for revealing and developing the child's personal characteristics. In this model, the main concepts: the experience of the student as a subject, the trajectory of personal development and mental choice.

The difference of person-centered education from traditional education is as follows (Figure 1):

Figure 1. The difference between person-centered education and traditional education

Traditional approach	Person-centered approach
Education is viewed as a standardized process (with its own specific procedures)	Education is focused on the individual treatment of the student, pedagogical support for improving him as a person
The development vector of the pupil will be preset	It does not predetermine the development vector necessary for training but creates all the necessary conditions for the development vector
A common, uniform and mandatory path of mental development is defined for everyone	To improve the individual abilities of each student based on their existing potential, to help them develop as a person
The development vector of education is predetermined	The vector of development is built to identify the pedagogical influences that contribute to the development of the student
Education is assigned the task of forming a person with predetermined characteristics	The purpose of education is to ensure the personal development of the student, to develop the ability of strategic activity, creativity, critical thinking system, the ability to self-determine, self-development, and the realization of a positive "I".

Pedagogical technologies based on the person-centered approach are:

- Person-centered education (Yakimanskaya I.S.).
- Self-development educational technology (Selevko G.K.).
- Humane personality technology.
- Game technologies.
- Individual education technology (Amnoashvili. Sh.A.).

The person-centered teaching differs from traditional teaching primarily by changing the type of teacher-student interaction. From the team approach method, the teacher moves to a collaborative method and the quality of the student's activity process is distinguished by a greater focus on analysis, not on the number of results. The student changes from a diligent learner to a creative learner in the course of the lesson. The characteristics of the goal of the development of the learning process will also change. Most importantly, the task of a teacher is not only to impart knowledge but also to create suitable conditions for the development of students' personalities.

Below are the main differences between traditional and person-centered lessons (Figure 2).

Figure 2. The main differences between traditional and person-centered lessons

Traditional lesson	Person-centered lesson
Teaches all children a set amount of knowledge, skills and competencies	Each child is helped to accumulate his personal experience effectively
Defines educational tasks, the form of children's work and shows them an example of correct completion of tasks	Offers children a choice of various educational tasks and forms of work, encourages children to independently find ways to solve these tasks
Children try to be interested in the educational material he offers	It seeks to determine the real interests of children and coordinate the selection and organization of educational material with them
Conducts individual training with gifted children	Each child works individually
Plans and directs children's activities	Helps children plan their activities
Evaluates the results of children's work, records and corrects errors	Encourages children to independently evaluate the results of their work and correct mistakes
Identifies the rules of behaviour in the classroom and monitors their suitability for the children	Teaches children to independently develop rules of behaviour and monitor their compliance
Resolves conflicts between children: encourages the innocent and punishes the guilty	Encourages children to discuss conflict situations that arise between them and independently search for ways to solve them

Directions of the teacher's personal guidance during the lesson:

- to create a positive emotional attitude towards the work of all students during the lesson;
- providing information to students not only about the topic at the beginning of the lesson but also about the organization of educational activities during the lesson;

- use of technologies that allow students to choose the type and form of educational material (verbal, graphic, conditional-figurative);
- use of problematic creative tasks;
- encouraging students to choose and independently use different ways of completing assignments;
- to evaluate (encourage) the students who answered during the lesson, to analyze not only their correct answers, but also how they reasoned, what method they used, why they made a mistake, and the reasons that led to it;
- at the end of the lesson, discuss with the children not only what they have learned, but also learn the opinion of the students about what was good (or bad) during the lesson and what they want, what methods are appropriate to use;
- at the end of the lesson, interpret the grade given to the student according to various parameters: correctness, independence, originality, creative approach;
- explaining the homework task not only by defining the topic and the scope of tasks but also the rational ways of completing it.

The purpose of the didactic material used in such lessons is to develop the curriculum and to teach students the necessary knowledge, skills and abilities.

Types of didactic material in the person-centered education consist of educational texts, task cards, didactic tests, etc. Tasks are developed according to the topic, according to the level of complexity, according to the purpose of use, and a multi-level, differentiated, individual approach, taking into account the leading type of student's educational activity (cognitive, communicative, creative).

At the heart of this approach is the ability to assess the level of achievement in mastering knowledge, skills, and competencies. The teacher distributes cards among the students, finds out their cognitive characteristics and capabilities, not only determines the level of learning but also takes into account the personal characteristics of each student and creates the most appropriate conditions for his development by choosing the forms and methods of activity.

The person-centered educational technology includes the special construction of the educational text, didactic and methodical materials for its use, types of educational communication and forms of control of the student's personal development.

CONCLUSION

In general, individual-oriented education as a modern pedagogical approach is an approach that serves to increase the effectiveness of education. In the process of education, all actions should be focused on the transfer of the learner from the real state to the ideal state. In the person-centered approach, the learner as the central figure makes this possible. The person-centered learning, considered a modern approach to education, eliminates the flawed pedagogy associated with chasing theory. Viewing this approach as a scientific and practical solution to a number of problems related to the formation of the competence of students as a person and a specific profession, applying it to the educational process will undoubtedly ensure the satisfaction of modern requirements for education.

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