

ROLE OF PERSON ORIENTED EDUCATION IN GROWTH OF EDUCATION EFFICIENCY

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ABSTRACT

In the article are lightened issues of person-oriented educational technologies in the activity of pedagogic staff of the system of qualification upgrading. As well discussed forming knowledge and skills to didactic support in the process of person oriented education.

Keywords: person, technical development, globalization, ecological problems, thinking, analyses, comparison, opportunities, talent, individual activity, development vector, experience, knowledge, pedagogical influence, motivation system, development rhythm, direction of development, creative environment, personal experience, didactical data, volume of knowledge.

In the framework of the project "Systematic approach to improving the quality of education by improving the professional skills of teachers", which is implemented in cooperation with the International Children's Fund and UNICEF, the Institute of Professional Training and Retraining of Personnel of the Secondary Special Vocational Education System (OMKHTTKMO) and UQTI) seminar-trainings on the topic "Education focused on the development of the individual to improve the quality of education" held by professors and teachers at the regional center for retraining and professional development of pedagogic personnel under Samarkand State University ensures more effective implementation of "directed education".

The purpose of training of pedagogical personnel is to prepare them for an innovative approach to pedagogical activities, to develop their professional skills and pedagogical skills, to ensure that they achieve global thinking, global knowledge and global competence, and based on the acquired knowledge and skills, public opinion is directed towards the priorities in the field of education today. consists in forming the ability to change.

Today's task of education is to teach learners to be able to operate independently, to use information flow wisely in the era of increasing information and education environment, higher scientific and technical development, globalization, increasing environmental problems. and for this it is necessary to provide them with the opportunity and conditions for continuous independent work. Based on this, the task of professors and teachers in the field of education is not only to impart knowledge, but also to use students to independently search, work and think, analyze, compare, change, and solve vital tasks. , teaching everyone to quickly update and supplement their knowledge throughout their life, training personnel who can perform independent activities and adapt to the development of society, regardless of the level of development of society. The possibilities of "Personalized education" in solving these urgent tasks are incomparable.

In contrast to traditional education, individual-oriented education is a type of educational organization that takes full account of the capabilities and abilities of learners in order to develop their personal abilities. is to create the necessary conditions (Table 1).

In the process of person-oriented education, the learner is the main participant of the entire educational process, an independent learning subject with equal rights to the educator, and the educator is not only a "source of information" and a "supervisor" , but also a facilitator, supporter, motivator and diagnostician for the development of the learner's personality.

The organization of such an educational process requires leadership based on the principle "Help me to do it independently" taken from the teaching of M. Montessori (the theory called Montessori pedagogy or the Montessori system was developed by the Italian pedagoguescientist Maria Montessori in the 20th century, and every individual approach to the student, based on supporting the rhythm and direction of the student's personal development).

Table 1. Necessary conditions for the development of personal abilities of students

Traditional approach	Person-centered approach
Education as a normal process (strictly regulated)	Individual activity of the learner, its correction and pedagogical support
The development vector is given	Education not only determines the vector of development, but also creates the necessary conditions for it
A general, unified and obligatory direction of mental development for everyone	Improvement of individual skills, development as a person for each learner at the expense of the knowledge (learning) experience he has
The vector of development is built from education to learning	The vector of development is built towards the identification of a certain pedagogical influence that helps the learner to develop
The task of forming a person with given characteristics is a priority	Ensuring personal development, developing the ability to act strategically, creativity, critical attitude, creativity, system of needs and motives, self-awareness, positive "I-concept" are priority

A person-oriented lesson consists not only of creating an acceptable creative environment by the teacher, but also of relying on the personal experience of the learner as an experience of their life activity, referring to it and using it in the course of the lesson (Fig. 1).

The main essence of the person-oriented education is to reveal the personal experience of the learner as the central subject of the educational process on the studied subject, to adapt it to the given knowledge and to transfer it to the appropriate scientific content.

In the course of the lesson, the teacher should encourage the student to overcome the limitations of his personal experience in the form of scattered ideas related to various fields of knowledge, and to transfer this experience to a scientifically significant form.

While preparing for the lesson process, the teacher should plan not only what material to give, but also to connect the content features of the previously acquired and imparted knowledge with the learner's personal life activities. It is also important to discuss the ideas and options offered by the learners, and not to strictly evaluate the ideas ("right", "wrong"), but to make the right ideas and suggestions. should be encouraged, and mistakes should be corrected together ("he has the right to make mistakes - let him learn from his mistakes"). In this process, it is important for the teacher to analyze, distinguish and support which of the proposed options, ideas and suggestions are in accordance with the purpose and content of the lesson.

The purpose of each lesson is to create conditions for increasing the activity of knowledge, learning and performance of learners. For this, the following are considered important:

- use different methods of lesson organization to reveal the subjective experience of learners;
- creating an environment for free work, interest and aspirations of learners in organizing individual, group and collective work;
- not to create a situation of fear of "wrong" answers in students when completing tasks and answering questions, to create an environment where they can freely and freely express their thoughts without fear and to encourage answers (" even if the answer is wrong, there is a desire", "he has the right to make mistakes - learn from his mistakes");
- to ensure that the form and appearance of the presented didactic materials are important for the learner (acquiring modern knowledge, becoming a good specialist ensures a better personal life in the future);
- to ensure that the activity of learners is evaluated not only with the final result, but also with the stages of achieving it;
- encouraging learners to choose their own work style, analyze and discuss the work of others during the lesson, and to choose and master what they consider important;
- creating a communication environment where each learner can work freely and independently on his own initiative;
- it is necessary to create opportunities for the learner to express himself freely and naturally.
- In person-oriented education, didactic support of the teaching process should also have its own characteristics, including:
 - educational material should be directed to reveal the content of the student's personal experience, taking into account the previous knowledge;
 - imparting knowledge serves not only to enrich the knowledge of the learner, but also to gain personal experience;
 - educational material should be presented in such a way that the learner has the opportunity to choose and to be able to choose and perform the given problems and assignments with serious desire;
 - the learner independently chooses important and convenient methods of mastering the learning material, encouraging his creativity;
 - assessment and control are carried out not only with the result, but also with the process of knowledge and learning;
 - it is necessary to have such features as organizing independent work depending on the learner's personal life, chosen profession, place of residence.

In conclusion, it should be noted that the use of the elements of "Person-centered education" by the students of the training course, professors and teachers in the course of the lesson leads to the activation of learners as the central subject of the educational process, logical and independent thinking. contributes to the growth of their abilities, the increase of their constant interest in the learning process, the development of their aspirations for independent work, and increases the quality and efficiency of education.

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