

SELF-EDUCATION OF STUDENTS WITHIN THE FRAMEWORK OF PERSON-CENTRED LEARNING

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ABSTRACT

This article reveals the main aspects of bachelor's self-educational activity. One of the fundamental directions of development of modern education in Uzbekistan is the change of educational policy, where the main model of education is humanisation, reorienting profile education to personality-oriented. This direction of modern education is aimed at forming in students the needs, skills and abilities of independent mastering of new knowledge, new forms of activity, their analysis and correlation with cultural values, ability and readiness for creative activity. This, in turn, dictates the necessity for university teachers to change the content of teaching technologies, orientation to personality-oriented pedagogy.

The **aim of** the article is **to** show that individuality becomes the main and priority value of the approach, from which the other elements of the educational system are formed. Consequently, personality is the object of research of a number of sciences, such as philosophy, psychology, sociology, pedagogy and others.

Theoretical, analytical-synthetic **methods of** work were used in the article.

As a **result**, we came to the conclusion that personality-centred education is a complex process influenced by significant factors, and the teacher in these processes plays a fundamental role. The training of future teachers of Russian language and literature under the person-centred approach is radically reformed and is aimed not at obtaining ready-made subject knowledge, but at improving personal functions, creating and controlling conditions for the maximum development of each subject of learning.

Personality-oriented education is one of the core methodological approaches that form the principles and ways of building the educational process aimed at self-education of bachelors.

Keywords: self-education, relationship, communicative competence, emotional and aesthetic impact, education, originality in language, social factors, speech behavior, personality, intellectual activity.

INTRODUCTION

The educational system has been undergoing significant changes in recent years due to the active formation of a new educational policy. It is gradually replacing the classical direction, the aim of which was to prepare students for life and labour activity by transferring the necessary knowledge, skills and abilities. The new educational policy offers a different approach, based on the needs of the individual in self-determination and self-realisation, which are satisfied by the active entry of the individual into the subject, social, spiritual and cultural reality.

Unlike other sciences, in philosophy "personality" is considered in more depth and the essence

of the individual is revealed, but it is in this branch that the most significant personal characteristics and differentiations are emphasised. This philosophical concept of personality is reflected in the "Encyclopaedic Dictionary", which states that "personality is the internal definition of a single being in its independence, as possessing reason, will and peculiar character, with the unity of self-consciousness" [8.]. According to V. Vorobyov "personality in one form or another represents its society, its people, nation, its epoch..." [3.].

Main part

Interpreting the pedagogical aspects of the concept of "personality", we can assume that "personality in social sciences is considered as a special quality acquired by it in the process of joint activity and communication" [6]. We agree with the statement of S.I. Gessen, who states that "personality is the work of man himself, the product of his self-education..., since personality is never given ready-made, but is always created, it is not a passive thing, but a creative process" [4.].

Gordon Allport, describing the theory of personality in his book "Personality: A Psychological Interpretation", gave a classification of over 50 approaches to the definition of the concept of "personality". According to the author, all existing definitions can be united according to the feature expressed by the following sentence: "A person is an objective reality". At the same time, personality manifestations, according to the researcher, are based on one's own activity and actions, which, as it was later found out, are conditioned by internal motivation. As a result, a more specific definition of personality is born as "a dynamic organisation of those psychophysical systems within an individual that determine the characteristic behaviour and thinking" [10.]. From Allport's point of view, the active activity of a personality is also motivated by its inner aspiration to transform itself and the surrounding world.

Foreign experts in the field of psychology emphasise on external and internal factors that encourage a personality to develop and receive education. According to researchers, it is impossible to overestimate the influence of such factors on the ongoing personality processes. A stable definition of personality in scientific literature has not yet been formed, which allows us to distinguish several approaches to the interpretation of this concept. Thus, psychologists M.I. Dyachenko and N.F. Fedenko call a personality a specific individual belonging to one or another social group, who is engaged in any activity and possesses individual skills.

The conducted analysis of special scientific and pedagogical literature revealed that personality is the object of research of a number of related sciences, each studies and interprets it based on its specificity and essence, but they trace common ideas and provisions. One of them is the concept of uniqueness, inimitability and integrity of the personality, another is the realisation of the role of the personality itself in society.

The approaches described above are reduced to the following statement: personality is an individual included in the system of social relations, who has individual abilities, defines himself as an independent subject and performs active actions to transform himself and the surrounding society. Личностно-ориентированное образование создает условия для полноценного проявления и, соответственно, развития личностных функций субъектов образовательного процесса, а не занимается формированием личности с заданными свойствами [7].

Personality-oriented education is a special type of organisation of the pedagogical process, where the emphasis is placed on the development of the student's personal characteristics of his/her personality. According to this approach, the student should be placed in such educational conditions that contribute to the identification and disclosure of his/her individual potential.

The fundamental ground for the emergence of the person-centred approach is the results of research and the conclusions of practice that the personality is perceived as a complex with its own subjective difficulties, experience and knowledge that can serve as a productive outcome. If we proceed from the main features associated with higher education in modern times, we should point out new technologies aimed at the process of individualisation of education. It is important to constantly develop the student's interest in learning, cognitive activity. It is also important to emphasise creative activity. Self-development is a concept that is characteristic of modern education.

The Pedagogical Encyclopaedic Dictionary defines the concept of "person-centred approach" as: "a consistent attitude of the teacher to the pupil as a person, as a self-conscious responsible subject of his own development and as a subject of educational interaction.

Personality-oriented education is the basic value orientation of a teacher, which determines his/her position in interaction with each learner and the team. Personality-oriented education helps the student to realise himself as a personality, to identify and reveal his capabilities, to become self-conscious, to implement personally significant and socially acceptable self-determination, self-realisation and self-assertion. The uniqueness of personality enriches the collective and its other members, if the content, forms of organisation of life activities are diverse and correspond to the age features and interests" [5].

Personality-oriented education is such an approach of a teacher to a student, which proceeds from the fact that "each personality is unique, and the main task of pedagogical work is the formation of its individuality, creating conditions for the development of its creative potential" [2].

Person-centred education is an approach to learning that promotes the organisation of equal partner communication in the course of learning interaction, creating an atmosphere of mutual interest in each other's work [1].

The following provisions of the person-centred approach are most important for the education system:

- 1) rethinking the traditional understanding of education, which is understood as a special reality of human formation, finding oneself, one's image;
- 2) emphasising the following characteristics of education: individual perception of the world, the ability to creatively transform it, the use of subjective experience in the interpretation and evaluation of facts and phenomena of social and material reality;
- 3) the focus of the educational content on the satisfaction of existential human needs, among which personal development, self-actualisation, self-actualisation occupy an important place. The personality-oriented version of education focuses on the self-actualisation of the individual, on personally meaningful teaching and personalised knowledge.

➤ The main goal of person-centred learning is to recognise the unique individuality in each person, to create a system of psychological and pedagogical conditions that allow students to

work with each student rather than just one student, taking into account their individual cognitive abilities, needs, internal motivations and interests.

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Personality-oriented education to learning in higher education institution:

➤ formation of the student as an active subject of educational and professional activity;

➤ creative character of joint activity of the teacher and students;

➤ personalisation of professional education, destruction of templates of professional behaviour;

➤ assistance to self-determination and self-realisation of each student, orientation of the future specialist to the study of himself, his capabilities and abilities;

➤ development of qualities in future specialists: independence, initiative, entrepreneurship, aspiration for self-development and self-improvement; readiness to solve problems, aspiration for further self-education; responsibility, conscientiousness, socio-attractiveness, creativity, contact, self-control, etc.

➤ Taking into account the recommendations of I.S. Yakimanskaya [9.] and V.V. Serikov [7.], the following is necessary for didactic support of the person-centred approach in higher education:

➤ educational material should be subjectively significant for the student and its assimilation, the organisation of the student's learning activity should take into account the actual level of his/her development;

➤ systematically stimulate the student to self-valuable educational activity, with the purpose of its transition into self-education and self-development;

➤ the educational material should be organised in such a way that the student has the right of choice, the opportunity to choose educational tasks and assignments;

➤ students should be encouraged in every possible way and stimulated to independently choose more acceptable for them ways of working through the study material;

➤ pay special attention to the formation of general academic skills, taking into account the characteristic qualities and individual characteristics of the student;

➤ not only to evaluate the final result of the student's learning activity, but also to form self-control of the learning process itself, to activate the reflection of thinking.

CONCLUSIONS

Based on the analysis, we conclude that the person-centred approach in education is interpreted in different ways, its central essence is person-centred education aimed at the formation of a creative personality of a future teacher, capable of independently solving problems and professional tasks. Personality-oriented education involves training future teachers taking into account their individual-psychological and oriented education is a complex process influenced by significant factors, and the teacher plays a fundamental role in these processes. After all, the choice of the right technology and methodology for the formation of general cultural and professional competences necessary for the future teacher, as well as

pedagogical feedback and communication, thanks to which the subject of education is revealed as a person, depends on the teacher.

The training of future Russian language teachers under the personality-centred approach is radically reformed and is aimed not at obtaining ready-made subject knowledge, but at improving personal functions, creating and controlling conditions for the maximum development of each subject of learning.

Personality-oriented education is one of the core methodological approaches that form the principles and ways of constructing the learning process aimed at students' self-educational activity.

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