

## THEORETICAL FOUNDATIONS OF PERSONALITY-ORIENTED EDUCATION (PERSONALITY-ORIENTED APPROACH IN PEDAGOGY: TRADITIONS AND INNOVATIONS)

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### ABSTRACT

Personality-oriented pedagogy, which integrates traditional and innovative approaches, is pivotal in addressing modern educational challenges. This article explores the theoretical underpinnings of personality-oriented pedagogy, emphasizing its anthropocentric and sociocentric dimensions. Through a historical and contemporary lens, it delves into the relevance and impact of this approach on education, aiming to align personal growth with societal needs.

**Keywords:** Personality-oriented pedagogy, anthropocentrism, sociocentrism, education, personal development, self-realization, pedagogy theory.

### INTRODUCTION

Personality-oriented pedagogy, rooted in both tradition and innovation, has become increasingly significant in contemporary educational discourse. The evolving realities of life necessitate a rethinking of the theoretical underpinnings of education, particularly those related to philosophy, psychology, and pedagogy. Within this context, two dominant trends have emerged in pedagogical science: **anthropocentrism and sociocentrism**, which represent differing foundational perspectives for shaping educational processes. Scholars like Leo Tolstoy and Grigory Skovoroda have long emphasized the importance of aligning education with personal and societal growth. Tolstoy's advocacy for freedom and holistic development and Skovoroda's concept of "kinship" highlight the enduring relevance of personality-oriented approaches. By integrating these principles, educators can foster both individual and collective progress.

Personality-oriented pedagogy focuses on the individual learner's potential, emphasizing self-realization, creativity, and a holistic connection with the world. By integrating traditional educational principles with innovative strategies, this approach aligns personal development with societal needs, making it especially relevant in modern rapidly evolving educational landscapes.

### PURPOSE OF THE STUDY

The purpose of this study is to explore the theoretical foundations of personality-oriented pedagogy, focusing on its anthropocentric and sociocentric dimensions. It seeks to identify the essential principles that facilitate the alignment of educational practices with individual self-realization and broader societal goals. Additionally, this study aims to examine the historical and philosophical roots of this pedagogical approach and evaluate its relevance in addressing contemporary educational challenges.

## MATERIALS AND METHODS OF RESEARCH

The methods employed in personality-oriented education revolve around diverse student activities, including cognitive, evaluative, practical, and creative tasks. Activities chosen freely by students play a pivotal role, as they provide unique experiences that drive personal development. Strategies such as dialogue-based learning, task-oriented approaches, and role-playing stimulate active participation, encourage reflection, and enhance self-awareness and responsibility.

Creating a supportive educational environment is essential to this approach. It empowers students to explore, make decisions, and take charge of their learning. Educators play a critical role by modeling respect, offering positive reinforcement, and upholding the dignity of students as autonomous individuals. Ultimately, this method transforms education into a space for self-discovery, empowerment, and personal growth.

This research adopts a multidisciplinary approach to examine the theoretical underpinnings and practical implications of personality-oriented pedagogy. The methods include: comparative analysis, historical examination, and theoretical synthesis. **The purpose of Comparative Analysis** is to evaluate the differences and synergies between anthropocentric and sociocentric pedagogical frameworks. By analyzing philosophical, psychological, and educational texts, the study compares the learner-centric approach of anthropocentrism with the societal focus of sociocentrism.

Key questions include: How do these models align with current educational needs? What are their limitations in fostering holistic personal growth? The comparison highlights the potential integration of both approaches to balance individual and societal educational goals. **The aim of Historical Examination** to trace the evolution of personality-oriented pedagogy through historical figures and educational paradigm. An in-depth review of historical texts from pedagogical theorists, such as: **Leo Tolstoy**: Emphasis on freedom and holistic development in education. **Konstantin Ushinsky**: Focus on individuality within the cultural and societal context. **Janusz Korczak**: Advocacy for respecting the child's personality and autonomy. The examination identifies enduring principles of personality-oriented pedagogy that remain relevant in addressing contemporary educational challenges.

**Theoretical Synthesis** To create a cohesive framework by integrating insights from philosophy, psychology, and pedagogy. Combining theories such as: **Maslow's Hierarchy of Needs**: Connecting self-actualization with educational practices. **Constructivist Learning Theory**: Emphasizing learner agency and engagement. **Grigory Skovoroda's Philosophy**: Exploring the concept of "kinship" as a foundation for harmonizing personal and societal goals. A synthesized model of personality-oriented pedagogy that aligns theoretical principles with practical applications.

**Integration of Contemporary Findings** contextualize traditional pedagogical insights within modern educational trends. Incorporating data and discussions from recent educational conferences and studies. For example: the role of digital tools in personalized learning environments, and case studies of successful implementation in various educational systems. A comprehensive understanding of how personality-oriented pedagogy can adapt to technological and societal changes. Personality-oriented education prioritizes the individual—the learner and the teacher—as the core focus and fundamental value of the educational

experience. Its primary objective is to foster an environment conducive to personal growth, self-expression, and self-realization. This approach emphasizes a profound respect for the innate human potential within each individual, which must be carefully nurtured. Education, therefore, transcends the mere transfer of knowledge and becomes a transformative journey, enabling individuals to understand themselves, tackle challenges, and harness their inner strengths for personal and societal progress. Furthermore, it highlights the connection between individual development and the collective self-improvement of society.

#### Content of Education

The content in personality-oriented education serves as a platform for shaping one's identity. It moves beyond generalized knowledge to focus on personal significance, ensuring that learning materials resonate with social, ethical, aesthetic, and deeply personal values. Key elements include the integration of ethical and aesthetic considerations, cognitive and creative activities, and opportunities for reflection and interaction. By offering students the freedom to choose and personalize their learning paths, the process adapts to their specific needs and preferences, promoting greater engagement and a sense of ownership over their education.

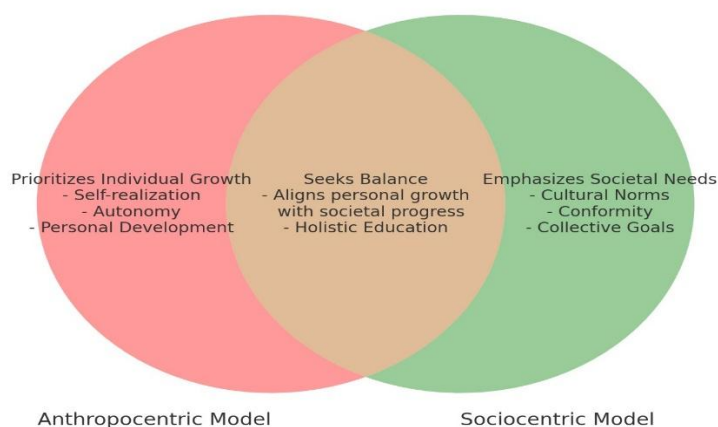
## RESULTS AND DISCUSSION

### Anthropocentrism and Sociocentrism in Pedagogy

Anthropocentric pedagogy places the individual learner at the center, prioritizing their self-realization, self-discovery, and personal development as the primary goals of education. In contrast, socio-centric pedagogy views the individual as a means to fulfill societal demands, often dictated by the prevailing political or cultural context. Historical examples include the molding of students to align with specific ideologies, such as communism in Russia. While socio-centric education has demonstrated efficiency in achieving state goals, it often results in individuals struggling to adapt when societal paradigms shift [3, 85-92].

The rapid changes in today's world have made the adaptability of education systems increasingly critical. Sociocentric pedagogy aims to align students with societal needs, employing mechanisms of manipulation to achieve its goals. This approach often treats individuals as tools for broader objectives, a perspective that can undermine the holistic development of the person. By contrast, personality-oriented pedagogy fosters personal growth and self-realization, encouraging learners to engage with themselves, others, and the world meaningfully [4, 88].

#### Comparative Analysis: Anthropocentric vs Sociocentric Models





### **The Essence of Personality-Oriented Education**

Personality-oriented pedagogy emphasizes nurturing the human aspect within individuals. Philosophers argue that self-care and self-actualization inherently involve concern for the broader world. Grigory Skovoroda's concept of "kinship" captures the harmony between the self, others, and the world, which becomes the essence of personal and social relationships. Similarly, pedagogical scholars like Otto Bollnow stress the importance of facilitating encounters between the individual and their inner self, the external world, and transcendental elements such as spirituality [5, 66].

In this framework, the educational process becomes a means for students to explore their intellectual, spiritual, and personal potential. It seeks to reveal their strengths and limitations, fostering a deep connection with themselves and their surroundings. This focus on personal growth aligns education with true societal progress, making personality-oriented pedagogy an enduring approach to cultivating humanity [1, 44].

### **Historical Perspectives on Personality-Oriented Pedagogy**

Though the term "personality-oriented pedagogy" is relatively modern, its principles have long been practiced by visionary educators such as Leo Tolstoy, Konstantin Ushinsky, Janusz Korczak, and John Dewey. Tolstoy, for instance, advocated for harmony in personal development, emphasizing truth, beauty, and goodness as essential educational ideals. He criticized the tendency to prioritize cognitive development over physical and emotional well-being, noting the resulting loss of interest among students [2, 67].

Tolstoy also championed freedom in education, asserting that students should have the opportunity to make choices and express themselves. For him, effective teaching involved fostering genuine interest and natural engagement in learning. He believed that educators should embody the values they wish to instill, influencing students through their own development and example [2, 94].

Similarly, P.F. Kapterev introduced the concept of the "educational ideal," Kapterev stressed that authentic development originates internally within an individual, enhanced by external support rather than being controlled by it [4, 101]. He emphasized that true growth comes from within the individual, supported but not dictated by external guidance [4, 101].

## **CONCLUSION**

Personality-oriented education places significant emphasis on the active involvement of all stakeholders in the educational process—students, teachers, and parents. The content and methods of learning must align with the developmental needs, interests, and natural curiosity of learners. When the learning process resonates with students' innate strengths and aspirations, they become active participants who find joy and fulfillment in their educational journey.

Furthermore, this approach calls for democratizing educational systems by valuing the voices of students, teachers, and parents. By doing so, it bridges the gap between top-down directives and grassroots needs, fostering a truly inclusive and effective learning environment. The focus on collaboration and shared responsibility ensures a more holistic and equitable educational framework.

The enduring relevance of personality-oriented pedagogy lies in its ability to address the dynamic challenges of modern society. By focusing on individual self-actualization, it equips learners to navigate and contribute meaningfully to an ever-changing world. This approach moves beyond manipulation and conformity, fostering a deep connection between education and personal growth.

In conclusion, personality-oriented pedagogy represents a holistic and humanistic approach to education. By centering on the individual's potential and their relationship with the world, it offers a transformative framework that balances personal development with societal needs. As education continues to evolve, these principles provide a timeless foundation for nurturing the next generation.

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