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THE FEATURES OF PERSON-ORIENTED EDUCATION

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ABSTARCT

In the article are lightened issues of person-oriented educational techologies 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: technical development, ecological problems, individual activity, experience, pedagogical influence, motivation system, personal experience.

The organization of a person-centered learning process in the formation of a perfect person is becoming one of the most important tasks of the education system today as a social order. This, in turn, shows the need for self-development of students, the acquisition of scientific and technological achievements, the need for a human factor in the teaching process. The increase of the human factor in the organization of the learning process does not negate the formation of certain knowledge, skills and competencies in the student, but expands his tasks. We know that the harmonious conduct of education and upbringing in the educational process increases its effectiveness, which serves to nurture educated young people with high spiritual qualities in the process of person-centered education.

In the National Training Program of the Republic of Uzbekistan is said: “Man, his harmonious development and well-being, the creation of conditions and effective mechanisms for the realization of the interests of the individual, the transformation of outdated thinking and patterns of social behavior are the main goals and driving force of reforms in the country”. [1]

The problem of personalization of the educational process is multifaceted, and it is possible to see that today in this area there are a variety of modern approaches and perspectives. It should be noted that in the implementation of this process, first of all, one of the urgent tasks is to provide teachers with comprehensive pedagogical and psychological assistance in order to successfully organize a person-centered educational process.

In order to successfully organize a person-centered educational process, teachers must first understand the purpose and objectives of the process, and learn the peculiarities and usage of person-centered technologies. A number of scientific developments are needed to establish a person-centered education system

and identify pedagogical activities. The process of professional development of a teacher is managed through a person-centered approach. We know that the traditional education system was teacher-centered and often the teacher led the teaching process as an absolute dictator. The content of this activity was that the teacher strictly taught the students, and the students mainly learned the theoretical concepts and performed certain tasks.

It is very difficult for conscious discipline to take the place of compulsory obedience in the relationship between teacher and students. We often understand that the main task of a teacher is to develop independent thinking skills in students, but, unfortunately, in practice, we do not follow it in our experience. Indeed, in order to encourage students to think independently, a person-centered educational process that can realize its importance is essential.

In most cases, teachers work independently in accordance with the curriculum, taking into account the content of the subject, the expected result of teaching, the duration of the lesson on various parameters. As a result, various types of pedagogical technologies are used in modern educational practice.

Most of these technologies are not fully theoretical in pedagogy. Therefore, they do not have a significant impact on increasing the effectiveness of education. In addition, there must be a pedagogical-psychological compatibility of ideas, a unity of views among the group of teachers.

Going far from the student's personality is the basis for his inability to properly organize his educational activities. In the process of person-centered learning, there are positive psychological changes in the personality of students. In addition to providing pedagogical guidance to the educational process, the teacher is required to have competencies such as being able to predict its outcomes.

The organization of the person-centered educational process is based on the idea of pedagogical equality. This idea was originally put forward by I.A. Kolesnikova. This equality represents the subject-subject relationship between teacher and students.

It is important to understand the essence and specificity of the concept of personality in the organization of person-centered educational process. A person embodies the essence of a person, his values and qualities. In pedagogy, a person is studied from the point of view of his need for education, formation and development.

It manifests itself as a subject of the educational process with physiological-hygienic, psychological, pedagogical, social peculiarities. An individual's educational activities are supervised by a teacher at the school. In the process of education, a subject-subject relationship is established between them.

The concept of personality is the main dimension of any pedagogical process and a determining factor in the construction of any pedagogical system. The concept of person as an instinctive phenomenon represents the existence and life process of man. That is why the teacher should create an educational space that ensures the development of the individual. To these days, science has not created a single, unified definition of the concept of personality. A person is manifested primarily as a social phenomenon, an active subject, a conscious being. For example, A.V. Petrovsky interprets the person as a separate individual, united in the world of other people. In such cases, a system of interpersonal relationships emerges.

“A person’s individuality is related to his or her inner world. Therefore, person-centered education is a special type of pedagogical activity "[8]. This activity has its own goals, objectives, content, technologies. This requires the expression of integrated values in the pedagogical activity of teachers. Practical and scientific experience in the field of person-centered education, no matter how many traditions, students are still provided with ready, theoretical knowledge.

The essence of person-centered education is to reveal the personal experience of the learner as a central subject of the educational process on the subject, to adapt it to the given knowledge and to transfer it to the appropriate scientific content.[7]

The professional development and maturity of a teacher is important in the organization of a person-centered educational process. The pedagogical skills of the teacher allow to successfully organize the process of person-centered learning. The main goal of organizing a person-centered learning process is the continuous development of students.

The teacher should conduct joint research with students to achieve the learning objectives in a person-centered learning process. To do this, the teacher must have such qualities as creativity, self-criticism, responsibility, tolerance, curiosity, empathy.

In a person-centered learning process, it is important that both students and the teacher be able to express and function as the subject of the process. The teacher should approach each student as a unique person and be able to provide regular assistance in his / her personal development, mastering the learning material. For a teacher organizing a person-centered educational process successfully, is necessary to constantly adopt new and alternative pedagogical approaches, to use advanced pedagogical technologies in their work.

The creativity of the teacher is important in the organization of the process of person-centered education. Because the creativity of the teacher ensures his spiritual closeness with the students and plays an important role in their spiritual and moral upbringing. At the same time, his creativity plays a special role in overcoming the contradictions that arise between him and his students. The personality-oriented nature of education is manifested in the following: independence, originality, self-realization, creativity, motivation, formativeness, orientation, intellectual creativity, sensitivity, critical thinking, conflict, expressiveness, the ability to form arguments.

In this process, the qualities of a high spiritual, cultural approach to the lives of students and others are determined in the personality of students. The points given above also apply to the teacher.

Unlike traditional education, person-centered education is a type of educational organization that

aims to create the necessary conditions for the development of students' personal abilities, taking into account the capabilities and abilities of students in the educational process.[5]

In a person-centered learning process, the learner is a key participant in the whole learning process, an independent learner equal to the teacher, and the teacher is not only a “source of information” and a “supervisor” but also a learner. is also supportive, motivating, and diagnostic. The teacher must be able to transform this experience into a scientifically significant form by encouraging the learner to overcome the limitations of personal experience in the form of scattered perceptions pertaining to different areas of knowledge in the course of the lesson.

The points above show that today it is a very important problem in determining the pedagogical potential of the organization of the process of person-centered education.

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УСЛОВИЯ САМОВОСПИТАНИЯ НРАВСТВЕННО-ВОЛЕВЫХ КАЧЕСТВ У КУРСАНТОВ

DOI: 10.31618/ESU.2413-9335.2020.4.72.641

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CONDITIONS OF SELF-EDUCATION OF MORAL AND VOLITIONAL QUALITIES OF CADETS

АННОТАЦИЯ

Одной из важнейших задач современного военного образования выступает развитие у курсантов их личностной зрелости. Решение этой задачи можно обеспечить посредством активизации их самовоспитания. От умения курсантов осуществлять активную, целеустремленную и систематическую работу над собой, их способности и готовности организовать процесс самовоспитания существенно зависит успех будущей профессиональной деятельности.

В настоящее время все более очевидна зависимость развития необходимых качеств личности курсанта, важнейшими из которых выступают нравственно-волевые качества, от его активной, целеустремленной деятельности по самовоспитанию профессионально важных качеств личности.

Становление личности курсанта, осознающего потребность в саморазвитии и происходящее в образовательной системе военного вуза, нуждается в соблюдении таких педагогических условий, которые в качестве результата обеспечивали бы планомерное личностное самовоспитание курсанта [7, с. 4].

Определение условий само*воспитания* нравственно-волевых качеств у курсантов является целью публикуемой статьи.

Проблема исследования. В настоящее время повышается роль человеческого фактора, возрастает значение самодисциплины, самоуправления, самовоспитания, которое отражая специфику военно-профессиональной деятельности, направлено на формирование и развитие личностных качеств курсантов в соответствие с постоянно возрастающими требованиями к их личности. В то же время, современные военные образовательные учреждения не готовы в полной мере решить задачу активизации самовоспитания курсантов. Причиной тому является недостаточная разработанность в научной литературе условий самовоспитания нравственно-волевых качеств у курсантов.

ANNOTATION

One of the most important tasks of modern military education is the development of students ' personal maturity. The solution of this problem can be provided by activating their self-education. The success of future professional activity depends on the ability of cadets to carry out active, purposeful and systematic work on themselves, their ability and willingness to organize the process of self-education.

At present, the dependence of the development of the necessary qualities of the personality of the cadet, the most important of which are moral and volitional qualities, on his active, purposeful activity on self-education of professionally important qualities of the personality is increasingly obvious.

The formation of the personality of the cadet, aware of the need for self-development and what is happening in the educational system of the military University, needs to comply with such pedagogical conditions, which as a result would provide a systematic personal self-education of the cadet [7, p. 4].

Determination of conditions of self-education of moral and volitional qualities of cadets is the purpose of the published article.

The problem of research. Currently, the role of the human factor is increasing, the importance of self-discipline, self-government, self-education, which reflecting the specifics of military professional activity, is aimed at the formation and development of personal qualities of cadets in accordance with the constantly increasing