



## **THEORETICAL BASIS OF ORGANIZING STUDENTS' LEARNING ACTIVITIES ON THE BASIS OF PERSONALLY-ORIENTED EDUCATION**

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<b>ABSTRACT</b>	<b>KEY WORDS</b>
This article discusses the essence, didactic possibilities, main directions, principles, and peculiarities of a new view of the personality of the person.	Person-Centered education, principle, new approach to the person, democratization of relations, individual approach.

### **Introduction**

In recent years, the principle of person-centeredness in the education system has become a leading principle in education, and large-scale research based on this principle is being conducted in countries around the world. Based on these studies, the development of the person's potential based on an axiological approach has developed as the main idea. As a result, the idea of Person-centered education was born. This education, by its very nature, provides for the full development of all participants in the educational process. This implies that when designing education, it is necessary to approach it not from the personality of a particular learner, but first of all from the goals of education related to future professional activity.

Person-centered education is the use of educational methods that correspond to the needs, abilities, interests and capabilities of the individual in the educational process. This approach conducts the educational process with an individual approach to the student. The main goal of this approach is to support the personal development of the student, to help him discover his potential. According to this essence, the following ideas are the leading directions in person-centered education:

- Individualization: Using educational methods that are appropriate to the abilities and needs of each student.
- Self-development: Teaching students to independently acquire knowledge, think and practice skills.
- Social adaptation: Through person-centered education, students can adapt to social life and acquire skills for working in a team.
- Motivation: Increasing students' internal motivation and knowing how to act to achieve their goals.

In such conditions, progress can only be achieved on the basis of the full realization of the existing capabilities of each individual. The volume, diversity of information, the tendency to master it, the sufficiency of tools create the necessary conditions for organizing effective individual and independent learning. In order to accelerate learning, the teacher's attitude towards the learner must change from "leader" to his "partner and collaborator". Person-centered educational technologies serve to develop a person's mental abilities. This teaching technology is based on the following basic principles:

- humanism, that is, showing all-round respect and love to a person, helping him, trusting his creative abilities, and completely abandoning coercion;
- cooperation, that is, democracy, equality, and partnership in the relationship between teachers and students;
- free education, that is, giving a person the freedom and independence to choose his life activities within a wide or narrow framework, and generating results not from external influences, but from internal feelings. The communicative basis of person-oriented technologies is a human-personal approach to the learner in the pedagogical process. A new view of the individual consists of the following:

- in the pedagogical process, the individual is not an object, but a subject; - High ethical values (generosity, love, hard work, conscience, etc.) are considered the most important qualities of a person.

Democratization of relations includes:

- equalization of the rights of the learner and the teacher,
- the learner's right to free choice;
- the right to make mistakes;
- the right to have one's own point of view
- the relationship between the teacher and the learners is as follows: not to prohibit; not to manage, but to co-manage; not to force, but to persuade; not to order, but to organize; not to limit, but to allow free choice.

The main content of the new relations is the rejection of the pedagogy of violence, which in the current conditions does not give effective results and is considered inhuman. The problem is not in the absolutization of this principle, but in determining its rational criteria. In general, violence is impossible in the process of education, but punishment humiliates, oppresses, slows down the development of a person, and forms the features of slavery in him. Free education is determined by:

- free demandingness based on trust;
- to arouse interest in the educational material, encourage knowledge and active creative thinking;
- to rely on the independence and initiative of learners;
- to ensure the implementation of requirements through indirect methods through the team.

The essence of the new individual approach is that it requires a movement in the education system not from the subject to the learner, but from the learner to the subject, taking into account the existing capabilities of learners, aimed at their development, improvement and enrichment.

The essence of the individual approach in person-centered education is to organize the educational process taking into account the specific needs, abilities, interests and capabilities of each learner. The main principles of this approach are as follows:

1. Adaptability to the learner: Taking into account the individual pace and method of development of each learner. For example, some learners learn quickly, while others take more time. A person-centered approach takes these differences into account and selects appropriate learning materials and methods.

2. Meeting individual needs: Students may have different learning styles (visual, auditory, hands-on), as well as different interests and needs. This approach helps to meet the individual needs of each student.

3. Supporting personal development: Developing students' self-awareness, self-confidence, and independent thinking skills. This, in turn, helps them succeed in their personal and professional lives.

4. Increasing motivation: Person-centered education increases students' intrinsic motivation, as they have the opportunity to choose learning materials and activities that match their interests and needs.

5. Adaptive assessment: Using an individual approach also in assessing students' knowledge and skills. This ensures a fair and transparent assessment of students, taking into account their own stages of development and abilities.

The modern new interpretation of the individual approach consists of:

- ☐ refusal of orientation to the average learner;
- ☐ search for the good qualities of the individual;
- ☐ drawing up individual programs for personal development.

In an individual approach, the following are necessary, first of all:

- seeing each learner as a unique individual, respecting him, understanding, accepting, and believing in him. The teacher must have the conviction that all learners are talented.
- creating favorable, supportive, and favorable conditions for the individual, for achievement, that is, learning should bring satisfaction and joy.
- avoiding direct coercion, not emphasizing backwardness and other shortcomings, not touching his egoism.
- in the pedagogical process, creating opportunities and assisting learners to realize their abilities.

In conclusion, it should be said that in person-centered education, compared to traditional education, not only does it develop the learner's creativity, independence, and free-thinking ability, but it also intensifies the process of his socialization.

## References

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