

Personality-Oriented Learning Technologies

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Abstract— *The content of a person-oriented education, its means and methods are structured in such a way that they allow the student to show selectivity for the subject material, its type and form, for this purpose individual training programs are developed that model research thinking.*

Education at the personal level is a semantic subjective perception of reality, and therefore no objective activity guarantees the formation of the required meaning. A person always acts as an actor, an accomplice, and sometimes the initiator of any process of his education.

It should be noted the relevance of this topic, since personality-oriented teaching is used in the teaching practice of our time quite often. And any teacher needs to know the basics of personality-oriented developmental learning.

The development of the student as a person (his socialization) goes not only through mastering normative activities, but also through constant enrichment, the transformation of subjective experience, as an important source of his own development.

Key words: *Consciousness, personality-oriented, teaching, traditional teaching, person, individual.*

I. INTRODUCTION

As it is known that, in the process of learning objectives will be achieved based on the requirements of pedagogical technologies. In the period of scientific and technical progress, the effectiveness of teaching depends on the role of the learner in the learning process and the teacher's attitude toward it. Here, we can distinguish two types of teaching technology: authoritarian and personal (Serikov V.V. (1994).

In authoritarian technology, a teacher is represented as a single subject, and students are merely "objects." At the same time, the learner's initiative and independence are lost and training is compulsory. Traditional teaching is concerned

with authoritarian technology. This implies the establishment of a classroom-based system of didactic teaching, first and foremost, expressed by Ya.Komensky. It is still the most widely used "classroom" system in the world, with the following features:

Students with the same age and preparation level make up the class (s):

The class (group, stream) deals with a single curriculum, a unified curriculum, and a single training schedule;

The main unit of the lesson is a lesson that focuses on one subject and is led by a teacher;

The textbooks are mainly used for homework.

Traditional teaching focuses primarily on the acquisition of knowledge, skills and abilities, and does not involve the development of the individual.

The basis of traditional teaching is the pedagogical principles established by Ya.Komensky:

- scientific;
- Adherence to nature (teaching is defined by development and does not take place);
- consistency and systematicity;
- adaptability (from unknown to unknown, from simple to complex);
- reinforcement (repetition ...)
- Consciousness and activity;
- theory's connection with practice;
- Consideration of age and individual characteristics.

Traditional teaching has the following characteristics: Pedagogy of violence, Explanatory teaching methodology, and Mass education. In traditional teaching, authoritarianism is manifested in the following form: the pupil is a person, who has not yet fully formed, and he only has to do it, and the educator is the magistrate, the sole initiator.

The classical traditional "classroom" system is a narrative approach to writing and includes independent work with the book.

II. RESEARCH METHODOLOGY

Contemporary traditional teaching involves the use of didactography using technical means of teaching. In person-centered technologies, the personality of the learner is placed at the center of the pedagogical process, creating favorable conditions for its development and the realization of its natural potential.

The National Program for Personnel Training focuses on the national model of the education system in the Republic of Uzbekistan. The model consists of 5 components: personality, state and society, continuous education, science, and production. Here, the main component of the national model of education is the "person".

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In other words, the entire education system, including training, should be person-centered.

Therefore, in modern technology, the pedagogical process should be based on personalized learning technologies.

The dialectic of life is that the new generation will always be more advanced than the previous generation.

Until the rapid rise of scientific and technical progress (until the first half of the twentieth century), the development of science, technology and technology was at an evolutionary, low rate.

III. RESULTS & DISCUSSIONS

Therefore, the level of development of successive generations was virtually indistinguishable. In these circumstances Ya.Komensky's authoritarian technology of teaching, the traditional "classroom" system was born.

During the rapid growth of scientific and technological progress (the second half of the twentieth century), when science and technology were developing at a high rate, the development of science during one generation was more than the history of mankind. As the current generation of development is much higher than before, the traditional system of education has begun to impede development. Under these circumstances, progress can only be made to the fullest potential of each individual. The amount, variety, propensity and availability of tools create the necessary conditions for effective individual and independent learning. In order to accelerate learning, a teacher's attitude towards the student should be transformed from "leader" to "partner" (Khutorskoy A.V. 2001).

Personalized learning technologies are characterized by the following basic principles:

- Humanism, that is, respect for and love for a person, his or her support, confidence in his or her creative abilities, and complete rejection of rape;
- Collaboration, i.e. democracy, equality, partnership between teachers and students;
- Free upbringing that is, giving the individual the freedom and independence to choose his or her life in a broad or narrow range of activities, and to produce the results from the innermost feelings, not from the external influences. The Communicative Basis of Person-oriented Technology is a human-personal approach to the student in the pedagogical process.

A new look at the person will include:

- In pedagogical process, the person is the subject, not the object;
- Each student is gifted, and most are gifted;
- High ethical values (generosity, love, hard work, conscience, etc.) are the most important qualities of a person. Democratization of relations includes:
 - equalizing student and pedagogical rights;
 - student's right to choose;
 - right to make mistakes;
 - the right to have their own views
- Relationships between teachers and students: non-prohibition; co-management, not management; not coercion, persuasion; to order, not to organize; not a restriction but a free choice.

The main essence of the new relationship is the abandonment of pedagogy of violence that is ineffective in today's

conditions and considered inhuman. The problem is not in justifying this principle, but in determining its rational criteria. Violence is generally not allowed in the educational process, but punishment can humiliate, crush, or slow down one's development, forming the characteristics of slavery.

Free education is defined by:

- Reliable demand based on trust;
- Encourage learning, stimulate learning and active creative thinking;
- relying on students' independence and initiative;
- Ensure that team requirements are met indirectly.

The essence of the new individual approach is that it requires the education system to move from student to student rather than from student to student, focusing on the development, improvement and enrichment of learners.

A modern new interpretation of an individual approach is as follows:

- to refuse to direct the average student;
- Search for the good in the person;
- Development of individual development programs.

In the individual approach, first of all, the following is necessary:

- to see, respect, understand, accept, and trust the unique person in the image of each student. The teacher needs to make sure that all students are gifted.
- Creating positive, encouraging, supportive, positive situations for the individual - that is, reading should bring satisfaction and joy.
- avoid direct coercion, do not emphasize backwardness and other disadvantages, and do not touch his or her personality.
- Provide opportunities for students to realize their abilities in the pedagogical process.

For higher, secondary special and vocational education, personalized learning technologies may include:

- business games;
- problem teaching;
- differentiated learning;
- programmed training;
- computerized training;
- modular training.

Given the fact that personalized learning technologies have evolved in developed countries during the rapid development of scientific and technical development, it is appropriate to note that they have deep roots.

Ancient philosopher Socrates used questions and answers in his speeches. This method would help them learn the truth.

Ancient Roman teacher M.F. Quintilian encouraged each student to be attentive and attentive.

Leave a great pedagogical legacy by the great scholars and thinkers of the medieval East. For thousands of years, civilization has been shaped on the basis of love and respect for the individual and the qualities that help him.

Along with the formation of our nation, the mentality of our people is based on the qualities of love and respect for people and their support. Above all, our love for young people is evident. Our people treat children as "you", and adults "greet" them first. Modern educators in Japan recommend that the child be stimulated up to 200 times a day.

The premise of these modern ideas is given in the hadith book of our great ancestor Al-Bukhari in the chapter on "Compassion for a child, embracing and kissing him." Person-centered learning is at the core of technology is an interpersonal relationship based on high values and equality. These values are found in al-Bukhari's Hadith, in the chapters entitled "Sweet words about man" and "forbidding to curse and curse." In that case, insulting a person is like killing him.

In conclusion, our education, based on exceptional personal qualities, makes a significant contribution to the formation and development of world science. The teachings of our great forefathers like Abu Ali ibn Sina, A. Beruni, Al-Khorezmi, M. Ulugbek, Al-Bukhari, A. Gijduvani, B. Nakshbandi, A. Navoi, Z. Babur are recognized worldwide today.

It is worth noting that the great teachers of Europe contributed to the development of pedagogical science, including Vittarino di Feltre (Italy), French Francois Ruble, English Thomas More, German A. Distruverg, Russian K.D. Ushinsky and many others.

IV.CONCLUSION

They favored humanistic education, the development of independent thinking, creativity, activism, the extensive use of exhibition materials, and theoretical training in connection with labor. They considered students as subjects in the pedagogical process (Yakimanskaya I. 1998) .

Thus from the above discussions we can conclude that, person-centered technologies serve to open one's mental abilities. Also, personality-oriented learning plays an important role in the educational system. Modern education should be aimed at the development of a person's personality, the disclosure of his capabilities, talents, the formation of self-awareness, self-realization. Personally oriented learning assumes that the learner himself is at the center of the training - his motives, goals, his unique psychological makeup, that is, the student as a person.

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