

IMPORTANCE OF APPROACHES IN TEACHING PROCESS AND THEIR TYPES

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ABSTRACT

This article discusses several conceptions found in modern pedagogy theory and practice. It also gives information about social educational conception based on system-social projection, collective education oriented conception based on universal values and collective creative educational ideas, culture oriented conception based on human, personal and cultural approaches existing in the world, person-oriented self-education conception which is based upon synergetic approach and pedagogical phenomenology ideas. The problems of student acquisition will be analyzed using educational institution graduates' skills and acquired knowledge in the purpose of educational objectives. Moreover, recommendations on using anthropological, synergetic, gender, competence, activity-competence, searching, axiological, system-activity, developing, personal, person-oriented, humanitarian approaches to prevent such problems in educational process. Information about main competences developing in present-day education will be analyzed in this work. Besides that, different features between person-oriented approach and humanitarian approach will be studied. In addition, the content of such notions as person-oriented approach in education, person-oriented educational technologies, person-oriented approach and person-oriented lesson will be discussed in this research.

Keywords: Discussion, literature, methodology, results, review, smc, students, process, types

INTRODUCTION

There are the following educational conceptions in the theory and practice of modern pedagogics:

- social educational conception based on system-social projecting (B.P. Bitinas, V.G.Bocharova, A.B.Mudrik, G.N.Filonov, M.I.Shilov and others);
- conception directed to collective education based on all-human values, collective creative education (V.A.Karakovskiy, Z.A.Malkova, L.I.Novikova, M.I.Rozkov, N.L.Selivanov and others);
- student-oriented cultural conception based on human, personal and cultural approaches in the world (E.P.Belozertsev, E.V.Bondarevskaya, I.A. Kolesnikova, N.E.Schurkova, E.S. Yamburg and others);
- student-oriented conception of self-education based on synergetic approach and pedagogical phenomenology ideas (S.B.Kulnevich, N.M.Talanchuk and others) [3; 4].

Educational aims and objectives are usually determined by means of the skills obtained by the educational institution graduates, set of knowledge and skills. Such approach to teaching will not do and not enough at present time. Most of the research results show that present-day students can not:

- understand real everyday-life problems;
- define the determined problem;
- make the problems into the tasks requiring solution;

compare the problem with knowledge acquired during the study process;
assess and analyze the decision results [6].

Anthropological, synergetic, gender, competitional, action-competitional, searching, axiological, systematic-actional, developing, personal, person-oriented, humanitarian approaches in educational process.

Anthropological-cultural approach to educational activity means aims and objectives, tasks, principles, conditions, methods, content, technologies purposely activated the development of the teaching-learning subjects due to cultural features at the beginning of the 21st century. [3; 21].

LITERATURE REVIEW

One of the most paradoxical ideas of *synergetic approach* is future impact or final consequent causes. The future is predetermined in relation to today, structural-attractors determine the development of historical events. The future influences at today, it exists at present to certain extend. Therefore, according to the author today language teaching is not multilanguage activity form of culture, but it is considered to be an analysis, prediction of contemporary social-cultural processes tendencies with high-possibility needs depend on the future. [4; 18].

Gender approach is a set of the study of psycho-physiological and social-cultural features of men and women, taking their interests and ways of interrelation into account, also realization programs devoted to the gender equality harmony [1; 13].

Competence approach. Graduates and students are able to revise only learned materials by heart and to perform ready tasks “by the book” in most cases. However, such adaptation cannot be accepted as there is an urgent need for the graduates who take an active part in social life processes and who is able to solve practical and professional tasks appropriately. Such abilities depend on additional features called as competence in most cases [6].

The problem of selecting common competences is the main task of increasing common educational level. Main requirements put forward to main competences may be listed as follows:

- multifunctional;
- interdisciplinary;
- intellectual developing;
- multi-measurable.

The following main competences are being developed in the educational sphere at present time:

- competences in the field of learning activity based on the assimilation of self-educational methods;
- competences in the sphere of public activity;
- competences in the field of trade;
- competences of everyday-life;
- competences in the field of culture[6].

Activity-competence approach. While teaching different common school subjects in educational institutions it is useful to realize activity-competence approach in teaching process. This significantly increases practical approach of learning subjects, helps to develop mental activity, it also aids to improve practical skills. There should be increased the number of works in independent, research, creative, investigation, as well as experimental character in the process of application of this approach. [6].

Searching approach. Teaching model in the form of creative search serves as the main model of searching approach. This process begins with defining the problem and naming

suggestions and proposes, finishes with their check and reflection in the knowledge products. The structure of the lesson with this approach must look like as follows:

the lesson consists of such stages as determining study tasks, self-management of learning activity, self-management, etc.;

to provide such stages of knowledge acquisition as motivation, materialized activities, formation of indicative base for actions, outer and inner speech, as well as automatized mental acts. [6].

Axiological approach. Parental upbringing is a social activity which helps to convey great values from elder generation to younger generation, from one person to another one. Values are not material, they are realized only when they are used together. Accepting the value is one of the leading factors of human-being which provides the stability of personal self-existence. As values have important meaning their acceptance has a certain sense in human life and they enlighten peoples' life having certain spiritual feature. Axiological approach characterizes young growing up socialization and educational system. As an higher education degree it is based on national education ideals. An axiological approach to education gives people an opportunity to be a conveyor of national valuables. This lets people to build their lifestyle on the basis of moral. [6].

Systematic-actional approach. This approach is the most modern approach for the main program of academic process in secondary and primary education. The content of the above mentioned approach has been described in State Educational Program. A.N. Leontyev is one of the founders of systematic-actional approach used in organizing teaching process. A learner acquires material directly through personal activity in this approach. It is not acceptable to carry out nationalization in the field of certain school subjects or educational branch in the application of systematic-actional approach [6].

Developing approach. Such approach gives an opportunity to understand multicomponential system - learners' spiritual and moral development technologies. This program is based on the following features:

moral values, wholeness of relations

multi-level program including different educational and social-pedagogical activities

the content of study technologies and the nature and quantity of socialization of main values in the programs.

If the values are given by the teacher and accepted by pupils compulsorily and created in connection with curriculum content, family and social life including in the question form belonging to oneself the educational function will be followed [6].

Differentiation approach in education means the realization of tasks connected with a teacher's age, gender, educational level of the learner. Differentiation is aimed at learning a person's features, their interests, modality [2].

Personal approach – most important principle of psychological and pedagogical sciences taking specific features of individuality into account in creating and developing educational atmosphere and developing self-education. This principle, determining the learner's position in the educational process, is considered as a theme of their active activity and it therefore means the formation of subject-subject relationship. A well-known psychologist S.L. Rubinstein is acknowledged as a theorist of personal approach. According to another famous psychologist K.K. Platonov, a personal approach is an individual approach which is understood as a person that determines all other spiritual phenomena as a system. [7].

METHODOLOGY

To understand the meaning of notions of person-oriented education, student-oriented education technologies, student-oriented approach and student-centered lesson is required in education.

Student-oriented education is an education which puts a learner's specific features, educational process subjectivity as a primary feature.

Student-oriented technologies focus on the unique objective personality of a person who is striving for using their opportunities maximally, open for feeling new experience, has mental and responsible alternative in real life situations. The main notions of the student-oriented education are **developing, personality, individuality, freedom, independence, and creativeness**.

Student-oriented approach is a methodological branch of pedagogics which gives an opportunity to understand oneself in the system of interrelated notions, ideas and acting ways and to provide and support the process of self-understanding of the learner's personality, to develop their unique personality.

Student-oriented lesson changes "teacher-learner" interaction. Group work is changed into a teacher cooperation and analysis focuses on results, not on as student's processual activity [11].

After having analyzed different sources the following conclusions were obtained:

though student-oriented education is not a synonym to individualization and humanitarian education all these are confused;

to work out methodological guidelines on student-oriented education.

Systemic peculiarities of such features are mentioned in the study of person psychology.

Thus, personality features may be realized in three at the same time:

1. Person appears in specific form.
2. Person is an activity subject.
3. Person appears in other people [5].

Table 1: **Differential features between individual and student-oriented approaches**

Features	Individual approach	Student-oriented approach
Theoretical-methodological background	Traditional pedagogical paradigm ideas	Humanitarian pedagogics and psychology, philosophy and pedagogical anthropological ideas
Application objective	To contribute to the formation of SMC and social valueables based on students' individual features	To contribute to the development students' personality based on their individual features determination
Implementation	Cognitive, practical, axiological parts of teaching content	Student's subjective experience, its analysis and activation, ways and methods of self-development
Organizing and use of activity	Techniques and ways of the formation of pedagogics, superiorities of subject-object relations	Ways of pedagogical support, superiority of subject-subject aid relations
Effective application analysis and assessment criteria	Main criteria is formation student's knowledge skills and acquire socially approved norms and values of education	Main criterion is to develop the student's individual features, their specific peculiarities

Principles of the student-oriented approach, its constituent parts and the content of technologies based on student-oriented approach should carefully be understood.

The principles of student-oriented approach are reflected in the following table 2:

Table 2: Principles of student-oriented approach

№	Principles of student-oriented approach	Content of the principles of student-oriented approach
1.	self-awareness principle	Every pupil needs to realize their intellectual, communicative, literary and physical abilities. It is important to motivate and support the students' desire of developing and demonstrating their natural and social achievements.
2.	Individuality principle	The main task of educational institution is to provide necessary conditions to form the personality of a teacher and a learner. This should contribute not only to take individual characteristics of children or adults into account, but also to their further development. Every member of school institution should participate and find their image.
3.	Subjectiveness principle	Individuality is characteristic for a person who owns only subjective strength and is able to use skillfully in forming, communication and different relationships. This should cause a learner to be the main subject at school life and contribute to the formation and enrichment of the learners' subjective experience. Intersubjective character of interaction should be of primary importance in children's educational process.
4.	Selection principle	It is not possible to develop the children's individual ability and subjectivity without selection. From pedagogical viewpoint it is recommended for learners to have subjective choice in student's life, education in constant selection conditions, objectives, content and methods of teaching at school and educational process.
5.	Creativeness and success principle	Individual and group creative activity gives an opportunity to identify and develop student's individual features and specific peculiarities of the group. A learner discloses their ability by means of creativity and knows their personality "fortis. To achieve success in certain activity contributes the learner's personality to the formation of positive self-awareness, and this motivates the learner to improve their "self-assurance" and to perform certain further works to build themselves
6.	Trust and supporting principle	To totally reject ideas and practice of authoritarianism and disuse of approach connected with the nature of educational process specific for pedagogy that forms a learner's personality with violence. [8]

Components of student-oriented approach. There are three main components such as to understand, receive and accept the learner's personality in student-oriented communication.

RESULTS

To understand a learner is get acquainted with a learner's inner world. A student's concept depends on the teacher's understanding the level of the learner and the ability of a learner's comprehension. Thus, a suggested student may be unconfident, unstable from sense, only can be influenced. In excessively majority cases they disappear. In conflicting cases such students become liar, hysteric, and easily lose their consciousness. Consequently, while working with this kind of students a teacher must give a chance to improve their self-confidence, not to change their opinion easily, to be able to solve problems.

To receive a learner expresses a total positive relationship to the learners. To receive means absolute, i.e. positive relation towards a learner if there is no condition. Receiving is not only positive estimation, but also to recognize a learner with all their specific features and shortcomings. A teacher understands them. Teachers are ready to help them to eliminate their shortcomings. It is naturally easy to take a student if the learner's advantages prevail their disadvantages. However, it is necessary to work with unsuccessful learners in most cases. The acceptance of the learner is being with their self, adults' specific features, opinions, estimation, living with their belief. We cannot understand what is considered to be important, principal for a baby, but we do not reject it. We hate their acts, but we love children. So, we believe in their ability, growing up, we are sure they know everything very well and they feel well. We believe that educational seeds will give fruit one day. We accept they will improve themselves. Understanding an educational dialectics and oppositions makes the teacher be rational and patient and teacher's position may be strong or weak. It is the student who passes through problems and all periods growing up without any complexes and results appeared naturally because of wrong education.

Accepting a child's personality and conscious life from early stage is very important. As the formation of personality is realized day by day in everyday life everyday life and work should be not only different, but also meaningful. New knowledge acquisition process should be joyful with problems, success and unsuccessfulness. To be educated with friends, to make friends, cooperation, joy, common experience, to get a job, and socially useful activities provide excessive joy. Each child must not be worse than others, perhaps be stronger in certain thing: someone recite a poem, another play a role, someone, dances, another may be good at arithmetics, literature and so on. [9].

The pedagogical technologies based on student-oriented education consist of the followings:

1. Person-oriented education (Yakimskaya I.S.).
2. Self-developing technology (Selevko G.K.).
3. Pedagogic technologies of adaptive school.
4. Humanitarian and person-oriented technology (Amonashvili Sh. A.).
5. Game technology.
6. Level differentiation technologies.
7. Person-oriented educational technology (individual approach, education privatization, project based method).
8. "Pedagogical Mastership" technology [10].

DISCUSSION

In conclusion it is possible to state that student-oriented approach is based on each learner's specific features in educational process. Universality of human being serves as the basis of all educational work which forms the student's creative potential. The teacher focuses on self-independence, self-sufficiency, usefulness and self-monitoring.

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