

# TECHNOLOGIES FOR THE DEVELOPMENT OF PERSONALITY OF STUDENTS IN ELEMENTARY CLASSES THROUGH A PERSONALITY-ORIENTED APPROACH IN EDUCATION

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## ABSTRACT

The article focuses on the personality of the elementary class student, his or her interests, and the development of their abilities. The authors also outlined the main components of the development of personality of elementary class students of secondary educational.

**Keywords.** Primary education, personality-oriented education, management, technology, system, cooperation, activity, process.

## INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The main strategic direction of the development of general secondary education in Uzbekistan is the modernization of the content, the internal structure of the general secondary education system, and management. The necessary prerequisites for the implementation of this area are personality-orientation and individualization of the educational process, the diversity of educational institutions and the renewal of educational programs, the active support of innovation processes and the active involvement of the community in educational activities and developments. Personality-oriented education is based on the interaction of participants in the learning process, which aims to stimulate the self-development of the individual, the creation of my own "I" image. It is a pedagogically managed process related to cultural development, social adaptation and creative self-creation.

Education at the elementary school should be personality-oriented from the beginning.

1) Formation of educational activities aim to the gradually form part of these activities to enable the learner to learn without his or her own teacher. The system-building component of educational activities is a learning task. It should be noted in this case that it is calculated in such a way that its structure must fall within the learner's "development zone".

- Adopt a learning task.
- Planning to solve the learning task.
- Finding and constructing a solution of the educational task.
- Identify and apply a method for solving specific tasks.
- The control of the learning task, the evaluation of the results and the process of solving it.

2) Monitoring the dynamics of the development of independent learning activities.

An important method to get information about learning dynamics components of learning activities is to allow the teacher to make goal oriented observations about each student's activities, to make notes, to record, to compare the actual activities of the student with recorded ones. The study of dynamics can be carried out with the help of special techniques and issues.

3) The role of educational partnership in formation the skills of independent learning activities of students. Organization of educational activities in the form of group. In its most advanced form, the ability to create learning partnerships is aligned with learning skills, that is, independently enhancing their knowledge, skills, qualifications, excellences, abilities (the primary goal of primary school).

4) Designing lessons by type: constructing a learning task, planning and searching for solutions, concretizing individual tasks and applying specific methods of solutions, controlling and evaluating the level of mastering the method, as well as the proposed "every lesson" plan: lesson steps, student activities, methodological reviews.

The purpose of such lessons is to create conditions for the teacher to maximize the impact of the learning process on the development of individuality of the student. They can be achieved only if the following are selected as the target areas for training:

- Formation of students' scientific knowledge systems and their application of human activity methods on the basis of actualization and "culturalization" of their subjective experience;
- Assisting students in developing individual learning activities, formatting and developing individual curiosity processes;
- Helping the child to develop a positive I concept, develop his creative abilities, acquire the skills and abilities of independent learning and creation.

Personality-oriented continuous education encompasses the individual's educational needs, projecting and creating the conditions for designing and implementing individualized educational programs that allow them to choose and master different levels of education. It will focus on the development and self-development of the learner, to become an individual person taking into account his individual characteristics, interests and abilities, which is especially relevant for Grade VI students.

The individual approach is at the forefront of the organization of the educational process, the essence of which is that students come to school, not just ordinary students, but they will come with their world of emotions and experiences. A teacher who works in correctional classes should first consider this in his or her work. He should know and apply such methods to make each student feel like a individual person, to feel the teacher's attention only to him, to know that he or she is respected, and that no one can offend him or her. Every student is protected in their classrooms and schools. Only a team of united teachers can link together a child's personality, individual qualities, personal development and self-development. It is the student's personality and the teacher's personality that are the main criteria for the existence and development of the humanitarian educational system.

The effectiveness of individual work depends on the pedagogical excellence and skills of the educator, his ability to learn person and remember that the person is always individual, and he or she has specific to him or her unique, mental, physical and psychological qualities, that he or she can be differed by these qualities from others. Taking them into account, the teacher working in grades VII outlines methods and forms of influence on each student's personality. All this requires from a teacher not only pedagogical knowledge, but also knowledge of humanistic technologies of psychology, physiology and education on a diagnostic basis. In working with children individually, teachers of correction classes work on the following principles:

- establishing and developing on the level of teacher-student-class partnerships and personal relationships links;
- respect for the student's self-esteem;

- to involve the student in all areas of his or her activities in order to understand the abilities and character of the student;
- constantly complicating and increasing demand from student during selected activities;
- Creating a psychosocial and stimulating environment for independent learning and independent education, which is the most effective way to implement an education and training program.

“Difficult” children, characterized by deviant behavior, require special attention. One can observe that the “difficult” children’s personality can include negative qualities, personality disadvantages, differences in personal communication, distrust of peers, adults, and even hostility. With the knowledge and consideration of specifics of personality-oriented education of working with “difficult” adolescents, experienced teachers use a variety of methods like change of mind, re-education, activity change, encouragement and punishment, self-correction, “character building”.

Innovative learning strategies involve a conscious systematic management of the educational and learning process at school.

**The first component** of this management system is the teacher's own personality. His attitude towards the student, as well as himself, changes. A teacher has not only knowledge of subject, but he also is a facilitator for the creating and development of a student's personality, a person who respects that person, regardless of the level of knowledge acquisition, whether or not person knows it.

**The second component** – nowadays knowledge allows a person to find a place in modern culture and civilization only if it is in the spirit of an informationized society integrated in systematic, interdisciplinary way. The process of acquisition should not be merely memorizing and repeating them. The acquisition of knowledge as an effective creative process is being organized in the form of many thought-seeking activities.

**The third component** – to put first place the social nature of any education and development of the individual, which is related to the choice of form of education (joint activity, naturally occurring individuality in the school students’ community).

**The fourth component** evaluation depending on the changes in the criteria of efficiency for restructuring, evaluation, education and training. One of the most important directions in addressing the above mentioned tasks is the development and implementation of new pedagogical technologies. However, it should be noted that the technological approach to the educational process cannot be called universal, it only complements scientific directions in the field of pedagogical science. Any technology will, to one or other degree, be directed to the application of scientific ideas and theories, so pedagogical technology will be located between science and practice.

Pedagogical technologies differ in the following:

- source of origin (based on experience or scientific concept),
- goals and objectives (knowledge formation, personal qualities development, individuality development),
- opportunities of pedagogical tools,
- teacher's technology-based tasks (diagnostic tasks, conflict management tasks),
- in what aspect the proposed technology serves the pedagogical process, and so on.

**Personality oriented approach** – it is a methodological orientation in pedagogical activity that allows the development and maintenance of the child's identity, construction and self-determination, the development of his or her individuality, based on a system of interconnected concepts, ideas and ways of action.

Why this technology of education is preferred? Firstly, personally oriented technology puts at the center of the whole education system the student's personality, creating a non-contradictory, conducive environment for the development of his or her learning abilities, putting out its

innate abilities. Secondly, within this technology, the learner is not only a dominant subject, but also the center of the educational system, not a means of achieving the abstract things.

**Different levels of education, cooperation, team learning, modular education** are defined as independent technologies in the context of personality oriented education.

These technologies allow the learning process to adapt to the individual characteristics of schoolchildren, to the learning content of different complexities and to the characteristics of any school. Let us recall how is implemented personality oriented education technologies in our school.

### **Educational technology of different levels**

Two years ago there was a discussion of the theoretical justification of this technology for the majority of students in terms of their learning levels, and it was concluded that the most important thing for the student to master the learning material is time. The opportunities for students to study the material with no time limits were studied, and the following three groups of students were identified:

- low-ability students who do not reach the established level of knowledge and skills even when a lot of study time is spent;
- skillful (about 5%) students who can absorb material that other students cannot;
- students (around 90%), who's ability to acquire knowledge and skills depend on learning time for.

It was concluded that a guaranteed assimilation of the core educational program can be ensured by giving each student time, depending on his or her own abilities and capabilities.

For this purpose, classrooms will be required to be separated by changing groups, by classes with differentiated levels, where students will be able to master program materials at a minimum level (state standard), basic and variational (creative) level.

### **Technology of cooperation**

Within this technology, training is conducted in small groups. The three main ideas for organizing education in small groups are the integrating goals and objectives, the individual responsibility and equal opportunity for achieving success.

**Team learning.** The purpose of the group is determined. Success can only be achieved through the constant cooperation of team members, working on a topic, problem or question Гурпу мақсади белгиланади.

**"The saw"** Students are divided into groups of 4-6 people to study the learning material, which is divided into fragments (logical or content blocks). Each group member performs the work assigned to him. Then, students from the different groups, who had a deal the same issue, meet and exchange information as experts on the issue. This can be called an experts meeting.

**We learn together.** The class is divided into groups of 3-5 people with the same level of preparation. Each group receives a single task that is part of a larger theme. As a result of the individual and cooperative work of each group, will be achieved assimilation of the theme.

### **Technology of collective learning**

There is a synonym for the technology name: organized dialogue, working in content-sharing pairs. The following three types of couples are used while applying this technology: **statistical, dynamic and variational pairs**. The educational training process can be organized differently depending on the age of the participants, the content of the training, the amount of study material and the amount of time taken for learning.

**Game on the personality oriented monitoring of schoolchildren.** Purpose: Development of a program for personally oriented education of schoolchildren (15-20 min.)

**Working in groups** (manager in each group - a psychologist and a secretary) Four groups:

- 1 group – teachers working with 5-7 grades,
- 2 group – teachers working with 8-9 grades,
- 3 group – teachers working with 10-11 grades,
- 4 rypyx – teachers of primary schools;

Each group is given a sheet of paper and a flomaster. Each group has the same tasks.

1) Characterize one of the “most troubled” students: list of his or her pros and cons. Selection of 5 qualities that characterize him or her from positive side, personality specifics (2 lists per sheet of paper).

2) to introduce methods, means and forms of work used in the personality oriented approach.

3) to describe methods by which an individual work program can be developed for this student.

4) create an individual work program with the student (notes for classes’ leading teacher may be used).

In the process of discussion the common aspects of each group program will be highlighted and a unified program for educational work on personality oriented education will be formed.

- Study of child personality. Methods: Observation, interviews, interviews with the child, study of family, friends, peers in the presence of psychologist, classes’ leading teacher, taking into account information on child’s health and information about child, received from subject teachers.
  - Create a plan of educational work with the child.
  - Provide members of the upbringing plan with information about this child.
  - Create positive motivation.
  - Raising the child's image in the classroom by engaging with all the units that can assist in training a child.
  - Carry out activities aimed at child development.
  - An analysis of teacher-student’s joint activity. Independent analysis. Self-reporting.
  - Adjustments of the program.

The benefits of such monitoring are outlined:

- systemic character;
- diagnosis (based on the constitution of the facts);
- forecasting (long-term follow-up from Grade 1 to Grade 11);
- objectivity (reliable tests are used);
- comprehensive character (many aspects of personality are studied);
- Observations on subjects are carried out in the child’s closest development zones.

The pages of the personality oriented education monitoring book should be as follows:

1. Parent’s page.
2. Psychologist and speech therapist page.
3. Health page.
4. Classes leading teacher’s page.
5. Student’s self-portrait.
6. Student's study results report page.

Summarizing the above, we can say that the primary purpose of primary school education is to develop the personality, curiosity and abilities of a young school students.

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