DISCUSSION - INNOVATIVE LEARNING TECHNOLOGY IN THE CONTEXT OF THE TRANSITION TO A PERSONALITY-ORIENTED EDUCATION

Allanazarova Sholpan Artikboyevna
Senior Lecturer, Department of Pedagogy and Psychology, Faculty of History,Karakalpak State University.
Nukus city, **REPUBLIC OF UZBEKISTAN**

ABSTRACT

This article discusses the discussion - an innovative learning technology in the context of the transition to a personality-oriented education. The influence of the discussion on the student's personal development is determined by its value-oriented orientation, the creation of favorable conditions for the manifestation of individuality, self-determination in existing points of view on a particular problem, and choice of one's position. To develop the ability to interact with others, listen and hear others, respect other people's beliefs, accept an opponent, find common ground, relate and coordinate their position with the positions of other participants in the discussion.

Keywords: Discussion, personality-oriented education, technology, development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At the present stage of development of pedagogical thought, the values of education have fundamentally changed. Today, the cult of academic achievement and discipline is being replaced by a focus on the individual with its claims to its place in the new world. Experience, the mastering of which is organized by the teacher, modern science divides into two broad areas: the first includes the experience created by previous generations (the experience of meanings), the second - the experience that the student must create himself, his personal, subjective experience (experience of meanings). And this is the adoption of vital decisions, and the choice of a life position and values, the experience of self-realization, and others. And new conditions require new approaches to pedagogical activity: work with a person is necessary here, upbringing, the essence of which is to create a situation-event, having survived which, the child with the subtle, inconspicuous support of the teacher, he must come to his own conclusion, his "living knowledge." It is necessary to give personal experience to any experience acquired by the child, knowledge, and skill.

The idea of education focused on the development of man as an individual is as old as the world itself. Even Plutarch and Campanella, I.G. Pestalozzi and K.D.Ushinsky dreamed of a school that would not be reduced only to filling the child with knowledge, but would give something more for his soul and mind. And not only dreamed, but expressed a lot of serious proposals on this subject. However, the modern concept still differs from the previously proposed interpretations of the personal approach as the "orientation of learning to the individual" (V.I. Andreev), the desire to "teach everyone differently" (A.V. Khutorskaya), the student's positioning in the subject's position (And .A. Yakimanskaya), orientation of education to culture (E.V. Bondarevskaya), etc.

The structural unit of personal developmental learning is a situation - an event requiring the manifestation of one of the fundamental personality traits, such as selectivity (need and ability

to make choices of values, actions, decisions, adequately respond to events, actions of others), reflexivity (ability to introspection, create one's image, self-esteem), attitude towards another, orientation toward another, striving for awareness of the meaning of life, responsibility, self-organization, creativity, self-realization, inner NJ freedom.

But it must be remembered that the activity organized by the teacher in the lesson as a solution to the learning task is one for all, and the conclusion from it will also be common. But the situation is always "someone's", is a fragment not of a lesson, but of a person's life path, even if it happens in a lesson. And if we manage to organize such a situation-event in the lesson, then the student's interest problem is simply removed: a person cannot but be interested in his own life!

Person-oriented education cannot and should not replace the traditional knowledge-oriented (subject-activity) education. They exist as two worlds - as knowledge and experience, as work and feeling, as work and its meaning, as, finally, training and education. Personally oriented education is not a "shadow process" in relation to standards and curricula, but the essential moment of staying in school for both children and adults.

But whatever the learning technologies, the lesson has been and remains the main form of interaction between the student and teacher.

The formation and development of new socio-economic and political relations in society could not but affect the education system. At the present stage, new requirements are being put forward for school education, which should not only help students learn the system of scientific knowledge, but also develop the ability to think creatively, defend their point of view in a thorough manner, and be critical of information sources. One of the ways to achieve the objectives lies in the organization of student communication in the classroom using discussion methods. Discussion is an important way of enhancing the cognitive activity of schoolchildren, affects the development of thinking, makes it possible to determine a personal position, and forms the skills to defend one's point of view.

Discussion (from lat. Discussio - research, consideration) is a comprehensive collective discussion of any issue, problem or comparison of information, ideas, opinions, suggestions.

An important characteristic of the discussion that distinguishes it from other types of dispute is argumentation. When discussing a controversial (debatable) problem, each side, opposing the interlocutor, argues its position.

A discussion can also mean a public discussion of any problems, controversial issues at a meeting, in print, in conversation. A distinctive feature of the discussion is the presence of a theme as a unifying principle. Discussion is often seen as a method that activates the process of learning, studying a complex topic, a theoretical problem.

There are several types of discussions:

1. Evolving, outgrowing from traditional types of educational work. It arises by itself, sometimes spontaneously, but for this in a traditional lesson certain conditions must be created: the presence of search questions of the type "Why?", "Why?", "What is your opinion?"; the interest of the teacher in questions on the part of the students, when after submitting a certain block of educational information, the teacher asks: "What questions did you have for me? What is not clear to you?"

2. Self-organizing discussion, ie discussion without a facilitator. It arises on the initiative of students, and the teacher, as it were, eliminates itself from the discussion. It accustoms students to independence, makes them expand their information stock of knowledge, and makes it possible to assert themselves. However, its difficulty is that it is difficult for the teacher to influence the course of the discussion, it often takes a protracted nature, and in fact, students forget about the subject of the dispute.

3. A training discussion involving a pre-training system for both the teacher and students.

In this paper, we will talk specifically about the educational discussion.

Specialists distinguish the following forms of discussion.

1. Round table - discussion of the issue (topics, problems) on the terms of partnership by a small group of students (usually about five people). In the process of exchange of views, positions and approaches between participants and with the "audience" (the rest of the class) are emphasized. You can organize several round tables for 5-6 people, whose representatives will then speak to the entire audience.

2. Panel discussion or "expert group" meeting - usually four to six students with a pre-appointed chair will first discuss the pre-identified problem within the group and then state their position to the whole class. Each group member makes a short but concise message.

3. "Forum" - a discussion similar to a "meeting of an expert group", only in this case a group of students - participants in the forum exchange views with the "audience" (class).

4. "Symposium" - a more formalized discussion compared to the previous one, during which participants make messages reflecting their points of view on the identified problem, and then answer questions from the "audience" (class).

5. "Debate" - a clearly formalized discussion, which is a sequential statement by representatives of two opposing, rival teams (groups) with argumentation and rebuttal.

6. "Court hearing" - a discussion that imitates a trial (hearing) under the procedure.

7. Aquarium technique - this form of discussion is usually used when working with material whose content is associated with conflicting approaches, conflicts, disagreement (this technique is described in detail in Chapter III).

8. "Ladder": groups (pairs) of students are included in the polylog in ascending order: from the first group to the last. Each pair of students prepares and expresses a single agreed judgment on the problem. Each group (couple) tries to score a greater number of points, calculated by the number of judgments. If the students of the next group could not come to a common opinion, they skip the turn. Two passes allow the moderator (leader) to take 3 points from the group, and the teacher has the right to evaluate students' work negatively.

9. "Microphone": within the framework of coordinated assistance, the teacher activates the weakly active students in the group by giving them a microphone: the one with the microphone says.

10. "Carousel": all students express their points of view in a circle, as they sit.

11. The Big Circle. One of the simplest methods of group interaction. His organization requires that the chairs in the classroom be arranged in the shape of a large circle. The rules for developing a solution are established - 5-7 minutes. They agree that the answer should be clockwise, the starting place, from which the presentation of the points of view on the problem begins, is conventionally indicated. Moderator monitors compliance with the rules. The work takes place in three stages:

First step. A class or group is seated on chairs located along the contour of a large circle. The teacher sets out the problem to be solved.

Second phase. During the set time, students individually formulate their project for solving the problem.

The third stage. In a circle, each participant in the circle sets out his draft decision, the group listens without criticism and conducts a vote to include it in the general decision, which is gradually fixed on the board (or on a piece of paper).

After working out a general solution to the problem, his project is voiced and approved (if necessary, adjusted) by all participants in the "circle".

Reception of the "big circle" is effective in cases where there is a real opportunity to quickly find a solution to the problem or the main elements of this solution. Using the "big circle" technique, for example, you can develop any norms, rules, memos or instructions, etc.

12. Disputes (from the Latin disputare - to reason, argue). This form consists in the fact that there is an introductory speech (usually prepared in advance) that poses a problem or shows a certain view of the problem, and then the presentation itself is discussed, and through it (indirectly) the problem. The dispute may be in the content of the above or in the form of presentation (rhetorical techniques). In a dispute, participants usually relate to and do not refer to the speaker himself, but to the information presented (his message).

13. Virtual discussion. A new type of discussion using the capabilities of computer technology and the Internet. Such discussions are best done not in the classroom, but rather as homework. Students united in a small group (no more than 7-8 people) can discuss an article, drawing, photo, situation, political news, symbols, etc., related to a particular topic. Discussion can be free - expressing one's own point of view, one's own understanding, writing comments. However, for the learning effect, it is better for the teacher to give specific questions and tasks. Answering these questions and completing assignments, students can give their own examples, put forward arguments and counterarguments. A network should be established so that students can send letters to each member of the group with their answers. During the discussion, everyone can write several letters - in addition to their opinions, give comments, ask questions to other members of the group, respond to someone's opinions, express their concerns, and give more accurate examples from their point of view. To do this, you can make copies for each participant, but it is better to have a common box on the Internet for access to which the members of the group and the teacher will have a password. Letters will be written to one address, and each participant will be able to read it. In such a virtual discussion, the teacher should be asked to use the basic concepts that are learned at a particular point in the course.

14. Talk show. There are several invited guests in the talk show who are of interest in connection with the issue at hand, and participants are preparing their questions on the topic. It would be desirable if different points of view were presented, and the questions were diverse. For talk shows, the ability to ask questions and answer them is important. In the process of schooling, the role of invited guests can be played by individual students, adults or the teacher (depending on the purpose of organizing the lesson in this form). It is better for participants to prepare in advance. It is also important to have a leader whose role should not be noticeable. When selecting invitees, it should be taken into account that their positions on the question or problem raised are fundamentally different, which will help maintain tension among the participants.

15. Brainstorming (from the English. Brainstorming - brainstorming) - a training method that stimulates the intellectual, creative and cognitive abilities of students.

Speaking about the forms of discussions, it is necessary to pay attention to the fact that a number of educators do not consider disputes and debates as varieties of discussions, do not distinguish such forms as the "ladder", "symposium" and others.

The use of this technology allows you to create the conditions necessary for the formation and development of communicative competence. The teacher who correctly organizes the discussion ceases to be the bearer of "objective knowledge", which he is trying to convey to

the student. Its main task is to motivate students to show initiative and independence. Using various forms of discussion, the teacher creates a "developing" environment in which each student can develop at the level of development of his intellectual and other abilities all the components of competence.

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