PERSONALITY-ORIENTED APPROACH TO EDUCATION AND MODERN PEDAGOGICAL TECHNOLOGIES

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ABSTRACT

In the article principles of personally-oriented approach to teaching and a set of pedagogical technologies used in this approach are considered. The role of critical thinking of students is considered too.

Keywords: Personality-oriented approach, critical thinking, pedagogical activity, skills, skills, creative abilities, innovative pedagogical activity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Since the first years of independent development in our country, great attention has been paid to the consistent implementation of the policy of reforming the education sector as a key link in the renewal of society in the context of democratic transformations. In fact, the tasks of developing the education system have become an integral part of the construction of a modern rule of law and an open civil society.

To successfully achieve the set goals, the country adopted the Law "On Education" and the National Program for Personnel Training, which are the basis for a fundamental reform of education.

The main priorities of the national model of personnel training are: personality, state and society, continuous education, science, production [1].

Personality in the training system as a consumer and as a production of educational services. As a consumer of educated services, through the state educational standards of the individual, quality education and vocational training are guaranteed. At the same time, she changes into the obligation to fulfill the requirements laid down in state educational standards.

Thus, in order to build a new type of education on the basis of the national program of the Republic of Uzbekistan for personnel training, it is necessary to change the paradigm itself from informational to semantic. Only in this case can teaching make the development of the personality of all participants in the pedagogical process its central task. Such personality traits as the ability to be an author, the ability to reflect, the emergence and development of tolerant characteristics of consciousness and a person's ability to dialogue - these personality traits as an active subject of activity can be formed only in the conditions of personality-oriented training and education. The main goal of such an educational process is to ensure the growth of the creative abilities and capabilities of each student for this, the teacher himself must have the experience of a creative, author's school.

According to the observations of the educational process of the questionnaire, it can be stated that the students discover quite good knowledge in the field of possession of factual materials (where it was required to reproduce the acquired knowledge and apply it in a familiar situation) [2].

Unconventional questioning for students significantly reduced the results of their answers. As for the ability to integrate this knowledge and apply it to gain new knowledge and explain the phenomena occurring in the surrounding world, here the students' answers were very weak.

The personal approach assumes that both teachers and students refer to each person as an independent value. The principle of the dialogic approach means transforming the position of the teacher and the position of students into personally equal, built on the basis of cooperation. There are two approaches to solving all pedagogical problems. One is imperative, when the teacher himself solves the problem, forcing his students to do what is necessary for their future; the other is humane, i.e. such, when he cooperates with them, makes them his assistants in the educational process, activates, stimulates the desire for success, forms the student's motives for self-development, studies his activity, creates conditions for self-movement.

What are the guiding principles of a personality-oriented approach to teaching and education?
1) the use of the subjective, the person's meaningful student (student) experience;
2) stimulation to independent choice and use of the most significant methods for trainees to work out new educational material, taking into account the diversity of its types, types and forms;
3) providing the student with freedom of choice when performing tasks in the process of independent training or when conducting educational activities;
4) the accumulation of knowledge, skills and abilities not so much as an end in itself (the end result) but as an effective means of realizing the creative abilities of students;
5) the subject of assessing the teacher's judgments - taking into account not only the correctness, but also the originality of the students' answers, their independent work;
6) ensuring in the classroom a personally significant emotional contract between the teacher and students (teachers and students), natural interpersonal communication based on cooperation, co-creation, motivation for achieving success through analysis of both the result of training and education, and the process of achieving it.

The change of the educational paradigm from the traditional to the innovative one that develops the personality of the student envisages as the main task of the process of training future specialists "not so much the presentation of information How much learning by the way of obtaining and using it ", as well as the presentation of the opportunity to independently choose information of interest to students. This means that modern educational technologies should provide for the development of heuristic, searching for it by the students: not only to transmit, albeit very effectively, ready-made information, not only to "teach to learn", but also to teach to doubt teach to have new knowledge and new approaches to old knowledge. From this it follows that the task of the educator of the attitude towards independent acquires today a different, more significant socio-pedagogical status, namely, the status formed by a critically thinking creative personality, which presupposes an original way of thinking, i.e. the ability to constantly expand the usual framework of accumulated experience.

In other words, new pedagogical technologies are characterized by the transition:
-    from learning as a function of memorization to learning as a process of mental development that allows you to use what has been learned;

- from a purely associative, static model of knowledge to dynamically structured systems of mental actions;

- from orientation towards the average student to differentiated and individualized training programs;

- from external motivation for learning to internal moral volitional regulation.

Developing critical thinking

The development of critical thinking is a key concept in modern educational policy. Analysis of the literature on the issue allows us to differentiate the types of non-critical and critical thinking.

The first include such types of mental activity as simple memorization, understanding (for example, complex ideas), as well as creative or intuitive thinking (for example, artists and musicians, relying on complex mental operations in their work, do not fully understand them).

First, critical thinking is independent thinking. Each learner forms his ideas, assessments and beliefs independently of the others. In other words, thinking can be critical only when it has an individual character.

Second, information is the starting point, not the end point of critical thinking. To generate the next thought, you need to process a mountain of "raw materials" - facts, ideas, texts, theories, concepts. It is through critical thinking that the traditional learning process takes on individuality and becomes meaningful, continuous and productive.

Third, critical thinking begins with asking questions and clarifying the problems that need to be solved.

Fourthly, critical thinking seeks argumentation (assertion, argument, proof, reason as a kind of premise, a starting point that provides a justification for all argumentation). Recognition of other points of view only strengthened the argumentation. It is important to emphasize that a critical person is almost impossible to manipulate.

And finally, fifthly, critical thinking is social thinking. Ultimately, any critical thinker does not work in a vacuum, but in a specific social community and solves broader tasks than just constructing his own personality. Therefore, teachers who work in the mainstream of critical thinking always try to use all kinds of pair and group work in their classrooms, including debate and discussion, as well as various types of publications of students' written work.

For example, students can be taught to use the following critical thinking skills while reading:
- Distinguish between factual information and value judgments;
- Distinguish between facts and propositions;
- Highlight errors in reasoning;
- Distinguish substantive from irrelevant arguments;
- Make a distinction between reasonable and unsupported estimates;
- Form based on the text well-founded conclusions; ● Indicate the background justifying the validity of the conclusions.

The table, however, is significant in terms of the formation of an analyst - critical thinking of students, it seems to develop the ability to ask questions.

Why do I need questions?
A good question is one that allows for a fairly large space of possible alternatives. The main functions of the questions: obtaining new information, clarifying the available ones, transferring the conversation to another topic, prompting the answer, demonstrating one's opinion, assessment, position; tuning consciousness and emotions in a certain way.

This means that the question "launches" cognitive activity, the direction towards the solution of a certain problem, the removal of some uncertainty. At the same time, the question helps to define, form problems. Through questions, a person builds a bridge into the unknown.
As our observations and experience show, the one who thinks is the one who knows how to ask questions. The ability to ask thoughtful questions must be taught, since most students usually ask rather primitive questions, the answers to which do not require the stress of memory and thought.

Therefore, questions are needed in order to navigate the world around us. The one who knows how to ask them orientates better than the one who does not know how.
What are the conditions necessary for the development of the ability to ask
 questions?
Let's summarize them:
    1. A situation when a student cannot answer a question should be considered normal by the teacher. "We are all constantly faced with difficulties. That's why we learn, to overcome them. "
    2. The teacher should use more open creative questions to which multiple answers can be offered and which encourage further dialogue. This is what we call "Thick" and "Thin" questions. They are recorded for comparison in two columns of the table. In this column are written those questions to which a detailed "long", detailed answer is supposed.

The Fat and Thin Questions technique is used primarily in the following teaching situations:
  ● To organize interrogation
  ● To start a conversation on the topic under study.
  ● To identify the unanswered questions after we study the topics.
    3."Chamomile of questions" (or "Chamomile of Bloom"), a systematics of questions, based on the taxonomy of educational goals by levels of activity (knowledge, understanding) created by the famous American psychologist and educator B.Bloom. Application, analysis, synthesis and evaluation), is quite popular in the world of modern education.

Six Chamomile Petals - Six Types of Questions
    1. Simple questions - questions answering which you need to name some facts to remember and reproduce certain information. They are often used in traditional forms of control: in tests, in texts, when conducting terminological dictations, etc.
    2. Clarifying questions. Usually they start with "So you say that ...?", "If I understood correctly, then ..?", "I may be wrong, but in my opinion, you said about ...?". The purpose of these questions is to provide the person with opportunities for feedback on what they have just said. Sometimes they are asked for the purpose of obtaining information that is not in the message, but implied. These kinds of questions should be asked without negative facial expressions.
    3. Interpretive (explanatory) questions. Usually they start with the word "Why?", This type of question "works when there is an element of independence in the answer.
    4. Creative questions. If there is a particle "would" in a question, elements of convention, assumption, forecast, it is called creative.

5. Evaluation questions. These questions are aimed at clarifying the criteria for evaluating certain events, phenomena, facts. "Why is something good and something bad?"

6. Practical issues. If the question is directed not at establishing the relationship between theory and practice, it is called practical. For example: "Where can you observe diffusion in everyday life?" Purposeful training of students in the preparation of independent questions of all six types has shown that the most difficult for them are interpretational, creative and practical questions. And answering the questions of the questionnaire, they noted that composing independent questions is a very useful work, since, when formulating questions, they better understand and remember the material. If students manage to master the technique of using different types of questions, they begin to ask them in a wide variety of situations and adequately to them. Thanks to the question, the students learned to better understand the situation and look at it from different angles.

So, pedagogical activity is aimed at the formation of critical thinking in students, as our many years of experience shows, helps to educate citizens who are informed, thinking, able to direct their ideas and energy to good goals.

As for the question of creative abilities proper, psychologists single out the following most characteristic indicators of creative thinking as the highest stage of productive thinking.

Among them :
The speed of thought is the number of ideas that arise per unit of time.
Flexibility of thought is the ability to quickly and without internal efforts switch from one idea to another, to see the possibility of using the information received in various notes.
Flexibility is a good developed skill of transfer (transposition). It provides the ability to easily move from one class of studied phenomena to another, to overcome the fixedness of solution methods, to reject a compromised hypothesis in a modern way, to be ready for intellectual risk and paradoxes.

Originality is the ability to generate ideas, paradoxical, unexpected solutions that differ from the generally accepted ones. It is associated with a holistic vision of all connections and dependencies, invisible in a consistent logical analysis.

Curiosity is the ability to be surprised, curiosity and openness to everything new.
Precision is the ability to perfect or complete your creative product.
Courage is the ability to make a decision in a situation of uncertainty, not to be afraid of one's own conclusions and bring them to the end, risking personal success and reputation.

Thus, the formation of critical thinking and creative abilities of students on the basis of a personality-oriented approach to education is a dominant feature in innovative pedagogical activity.

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