



## THE CONTENT AND CONDITIONS OF THE IMPLEMENTATION OF A PERSON-CENTERED APPROACH IN THE EDUCATIONAL PROCESS

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### Abstract

The article prepares future teachers of vocational education for innovative activities on the basis of person-centered technologies, the study of pedagogical and psychological possibilities of person-centered education in the development of innovative potential of future teachers of vocational education, issues such as developing the content of person-centered educational technologies and their application in the process of preparing future vocational education teachers for innovative activities.

**Keywords:** personality, person-centered technologies, personality development, educational technologies

### Аннотация

В статье осуществляется подготовка будущих педагогов профессионального образования к инновационной деятельности на основе личностно-ориентированных технологий, изучение педагогических и психологических возможностей личностно-ориентированного образования в развитии инновационного потенциала будущих педагогов профессионального образования, такие вопросы, как развитие содержание личностно-ориентированных образовательных технологий и их применение в процессе подготовки будущих педагогов профессионального образования к инновационной деятельности.

**Ключевые слова:** личность, личностно-ориентированные технологии, развитие личности, образовательные технологии.

### Introduction (Вступление)

In the international community, pedagogical innovations open up a wide range of opportunities for humanity in important educational processes on a global scale. In particular, virtualization (Virtualization), modeling (Simulations), optimization (Software Optimization) of vocational education in the world's leading universities





and innovative education centers and its modern paradigms of online learning (3D learning; e-learning platforms: Moodle, Ilias, Dokeos, etc.) At a time of rapid popularity of q.), the widespread introduction of innovative developments is important in finding theoretical and practical solutions to the problems of creating promising mega-portals.

The priorities of the Action Strategy for the further development of the Republic of Uzbekistan, such as "Stimulation of research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements" and ensuring the development of innovations in the education system are among the main activities of the Ministry of Innovation Development. shows the need to establish. This is because ensuring the full compliance of vocational education with international standards and the development of new pedagogical technologies in the training of qualified personnel on the basis of social order and their introduction into the practice of preparation for innovative activities will improve the educational process.

### **Literature Review**

A.A. Abdukadirov, N. Azizkhodjaeva, D. I. Yunusova, B. Farberman, M. Jumaniyozova, G. K. Selevko, K. Angelovsky, M. V. Klarin, N.R. Yusufbekova, M. S. Burgin, L. S. Podimova, V. A. Slastenin, N. D. Mashlikina, E. M. Paciulan, A. K. Ellis, M. B. Kinneyva A. Nicholls on pedagogical innovations and problems of preparation for innovative activity who conducted scientific research.

Although much research has been done to prepare future vocational teachers for innovative activities, little attention has been paid to developing students' personalities, directing them to pedagogical creativity, innovation and creativity, as well as shaping their ability to innovate. The incomplete disclosure of the scientific and pedagogical basis, importance and opportunities for the effective use of person-centered technologies requires a study of the process of preparing future teachers of vocational education for innovative activities.

### **Analysis and Discussion of Results**

The content of person-centered education is determined by the fact that a person is focused on the existential (necessary for existence) needs, that is, the needs and the content of his existence and personal existence: freedom and freedom to choose their worldview, independence, personal responsibility, self-development and demonstration, self-determination, and creativity. The content of person-centered education is aimed at helping the student to regulate his / her personality, to define





his / her own personal point of view in life. Accordingly, EV Bondarevsky distinguishes the following components in the content of person-centered education [52]:

- Axiological (the purpose is to introduce students to the world of values and help them choose a personally significant system of values);
- Cognitive (provides students with a system of scientific knowledge about man, culture, history, nature, noosphere as a basis for spiritual development);
- Active-creative (the purpose is to form in students different methods of activity, creative abilities);
- Personal (provides self-knowledge, development of reflexive abilities, mastery of methods of self-regulation, self-improvement and self-determination, formation of life outlook).

It is important to note that the individual component is important as a systemic component within each of the components listed. This is a significant difference from the traditional approach to education, as the cognitive component is a priority.

It should be noted that in education, only the changes in which "personal qualities" are a priority can be considered person-oriented, that is, only those aspects that are directly related to the personal development of the learner and other participants in the learning process. Hence, the content and implementation of the educational process should be focused primarily on the personal development of the learners.

The issues of personal development were mainly interpreted in the context of cultivating collectivism, the interaction of the individual and the community. Nowadays, the socialization of education (especially the content of education) is gaining popularity, and the value of individual spirituality in interpersonal relationships is increasing. Also, the definitions given to an individual imply his or her development.

One of the conditions for the development of the individual is the process of organizational education. However, it is important to clarify what "personal development" means. By its very nature, the development of the individual means the expansion of his range of possibilities and realized abilities and, as a consequence - actions, aspirations, cognitive and social activities. From a pedagogical point of view, personal development means goal-oriented expansion of the "I can" fund. Spontaneous "I can" fund does not guarantee that the student has entered into any type of activity and its success, because it does not go hand in hand with a certain basis, reason, motivating forces, aspirations. The I Can Do Foundation is not exactly equal to the skill set and is not included in it. It also encompasses the person's aspirations (I can and want to).





In increasing the needs of the individual, it is important to take into account the psychological requirements that imply attention to the inner world of the learner, which has a specific logic of development. The ability to self-develop is ensured by being equipped with the means of development, being able to possess it rationally, and using it systematically. We understand self-development as the enrichment, improvement, socialization, movement of an individual with his direct participation. Therefore, the educational process within the framework of a person-centered approach should be aimed primarily at the formation, expansion, development of students' aspirations.

### **Conclusions and Suggestions**

The purpose of the educator's personality-oriented activity is to create conditions between the learner and the teacher, in which everyone is treated as a higher independent value; the content, forms, methods and means of education ensure the effective development of the individuality of the learner; the formation of self-development skills, interest in learning, intellectual activity, the ability to apply the acquired knowledge in practice; takes into account to the maximum extent the individual characteristics of the learner and the methods of working with the intended learning materials.

1. The lack of research on the preparation of future teachers for innovative activities has shown that insufficient attention is paid to the content of person-centered education.
2. The role and importance of innovative activities in pedagogical activities, as well as the pedagogical conditions for the implementation of person-centered education were highlighted.
3. The content of person-centered education should not be satisfied with information-questionnaires, but should include problematic texts, contradictory information, uncertain situations. Of course, the curriculum should also have different recommendations, meaningful tables, instructions that will help you work independently. Learning materials cover students' subjective experiences and the changes that occur in them.
4. Prospective teachers of vocational education should develop the ability to develop and conduct non-standard training using modern information and pedagogical technologies, independent self-improvement in the development of methods, tools and forms in the field of science and pedagogical activity. the opportunity to prepare for innovative activities in the pedagogical conditions of person-centered education.







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